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Bulletin of Duke University

Allied Health Programs

1977-1978



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University Administration

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General Information





History

In 1924, James Buchanan Duke established The Duke Endowment, and thus made possible the creation of Duke University.

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence. I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life. . . . I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities. . . . It is to these rural districts that we are to look in large measure for the bone and sinew of our country.

The School of Medicine and Duke Hospital, then a 400-bed facility, were opened in 1930 under the leadership of the first dean, Dr. Wilburt C. Davison. Today the hospital, with over 800 beds, is one of the largest private hospitals in the south. Duke University Medical Center has become a leader in contemporary medicine; by its continued dedication to educational programs, it has been closely involved in the development of the allied health field.

Programs in hospital administration and dietetics were initiated at the Medical Center in 1930. Programs in several disciplines dealing primarily with the laboratory aspects of clinical medicine began soon afterward. Due to marked advances in the field of medicine, new allied health programs were developed in the early 1960s to assist in the many medical specialties. Today there are over 400 students enrolled in Duke University allied health programs.

The Division of Allied Health Education of the School of Medicine officially represents the interests of these health-related educational programs by being the liaison with the entire medical complex. It coordinates all student and faculty activities within the Allied Health Education Building and provides for such varied educational services as the planning and evaluation of courses and circulation of instructional materials.

Resources for Study

Libraries. The Perkins Library, among the finest university libraries in the country, contains over 2,764,000 volumes and 4,662,000 manuscripts. About 100,000 volumes are added annually. Separate departmental and professional school libraries provide notable collections in several disciplines.

The Seeley G. Mudd Medical Center Library and Communications Center, located in the Davison Building, attempts to provide all services and collections necessary to further educational research and clinical activities in the medical field. Extensive reference and bibliographic services are provided. The collection exceeds 160,000 volumes; 2,200 periodicals are also currently received. The Trent Collection on the history of medicine is an unusually fine collection of manuscripts and rare books and provides an opportunity for study, research, and casual reading.

The library in the Durham Veterans Administration Hospital contains over 3,000 books and receives 205 journals. It also supplies a reference and bibliographic service to both staff and residents. In addition, literature searches are made upon request.

The Media Learning Laboratory, located in the Allied Health Education Building, has ten study carrels equipped to handle audiovisual materials, including slides, videotapes, and 8mm. loop films. Through this laboratory individuals may also obtain audiovisual materials from both the Duke University and Veterans Administration hospitals.

Audiovisual Educational Facilities. The Duke University Medical Center Division of Audiovisual Education and the Veterans Administration Hospital Medical Media Production Service have production facilities in medical art, photography, and television. These serve the allied health programs by providing all types of audiovisual materials for teaching, research, and patient care. The close working relationship that exists between the two production facilities has resulted in a two-channel television link. This provides transmission of a variety of educational programs, including grand rounds and Network of Continuing Medical Education (NCME), between the hospitals. Instruction in the use of audiovisual materials and methods is a part of the course of instruction in several of the allied health programs. Media workshops are also provided as requested by faculty and students.

Computing Facilities. The Duke University Computation Center provides faculty and students with a facility for research and instruction in computing. It is presently equipped with an IBM 370 Model 135 which is connected by microwave to an IBM Model 165 located at the Triangle Universities Computation Center (TUCC) in the Research Triangle Park. In addition to the University Computation Center there are three medium-speed terminals and several low-speed keyboard terminals available on the campus.

Hospitals. Duke University Hospital, an 895-bed facility, has a dual purpose of providing both patient care and professional education. Comprehensive diagnostic and treatment facilities are provided at various levels of patient care ranging from intensive to minimal care units. Private, semi-private, and ward accommodations are utilized by the more than 29,000 patients admitted each year. Special diagnostic and treatment units such as the cardiac catheterization laboratory, hemodialysis laboratory, and the hyperbaric oxygenation chamber are also housed in the hospital. Outpatient services include the public clinics, private clinics, and the emergency service. Duke Hospital is fully accredited by the Joint Committee on Accreditation of Hospitals and is approved for internship and residency training by the Council on Medical Education of the American Medical Association.

The Durham Veterans Administration Hospital is located within walking distance of the Duke University Medical Center. All full-time professional staff members of the hospital are also members of the faculty of the Duke University School of Medicine. The Veterans Administration Hospital, a 501-bed facility,

provides the Duke University Medical Center with an excellent opportunity for closely integrated student teaching and house staff training.

Other patient care facilities directly affiliated with the Medical Center include the Lenox Baker Cerebral Palsy and Crippled Children's Hospital of North Carolina, a 40-bed residential rehabilitation center for children; Highland Hospital, Asheville, North Carolina, a 131-bed psychiatric facility; and Sea Level Hospital, a 72-bed general hospital.

Several of the allied health programs have affiliations with other hospitals and medical institutions for clinical instruction.

Instructional Facilities. In 1971, the Veterans Administration opened a 15,000 square foot, two-story Allied Health Education Building. It provides a number of classrooms, laboratories, and offices especially designed for education in allied health fields. Special emphasis has been placed upon the utilization of audiovisual materials in the instruction of students, which include the self-instructional media learning laboratory, closed-circuit television, and other support facilities.

Student Life

Living Accommodations. Due to the shortage of residential space, students enrolled in allied health degree and/or certificate programs are not eligible for dormitory accommodations. A limited number of apartments are available in the Central Campus Apartment complex, and suitable living arrangements are available in nearby areas. Students planning to live off campus should make arrangements in advance of admission date in order to be assured accommodations. Information concerning housing is provided on request by the Department of Housing Management, Duke University, Durham, North Carolina 27710.

Dining Facilities. Several dining facilities located in and near the Medical Center are available to students. In the Duke University Union Building, there are two cafeterias and a dining room. There are also cafeterias in the Graduate Center and the Veterans Administration and Duke hospitals.

Student Aid. The programs recognize the responsibility of students and their families to provide funds according to their ability to achieve the educational objective. Students are encouraged to pursue every available source of support through their local and state student assistance programs.

All programs are approved for veterans education benefits (G.I. bill) for those who are eligible. Many of the programs also have limited student support available through stipends or special scholarships.

Financial aid is available through Duke in limited amounts in the form of loans. As Duke University is a lender under the Federally Insured Guaranteed Student Loan Program, federal law requires that *basic need* be established before a loan application can be approved. Therefore, an application in the form of a financial statement, Graduate and Professional Schools Financial Aid Service (GAPSFAS), from applicants and their parents (and spouse, if applicable) is required in addition to the Duke University Financial Aid Application. A copy of the student's (and spouse's, if applicable) federal income tax return for the previous taxable year is required. In the case of the dependent student, a copy of the parent's federal income tax return for the last taxable year is also required. Duke University reserves the right to decline to approve loan applications for those applicants who do not have a satisfactory credit history.

It is the responsibility of recipients of financial aid to keep the Medical Center Office of Financial Aid informed of any outside financial assistance they may receive. It must be understood that Duke reserves the right to reconsider its

offer of financial assistance in the event of a major outside award to a recipient. No financial aid funds may be used during a period when the recipient is not involved with work toward the degree or certificate. Part-time or special students are not eligible for financial aid.

Students who have been accepted for matriculation are sent financial aid applications if they have indicated a desire for such assistance in the admissions application. Annual reapplication is required of all financial aid recipients.

Basic Educational Opportunity Grant. The Basic Educational Opportunity Grant (BEOG) is a federally funded grant for students with financial need who have not earned a baccalaureate degree and are enrolled in any post-secondary educational program. A special application is required and may be obtained from a high school guidance counselor or any financial aid office.

North Carolina Student Incentive Grant. The North Carolina Student Incentive Grant (NCSIG) is available to residents of North Carolina who are enrolled in a post-secondary educational program in North Carolina. The applicant must demonstrate substantial financial need and must not have earned a baccalaureate degree. The application deadline is April 1 for the following academic year. Application forms may be obtained from high school guidance counselors or any financial aid office.

North Carolina Legislative Tuition Grant. The North Carolina Legislative Tuition Grant is a direct grant of \$200 from the state to each North Carolinian enrolled in a private educational institution in North Carolina. The student must be studying toward the first baccalaureate degree. No application is required.

North Carolina Educational Loan Program. North Carolina Educational Loan Program funds North Carolinians studying in many specialized health fields. Recipients agree to practice in North Carolina a full calendar year for each academic year that a loan is received. For more information write to Educational Loan Program, P.O. Box 12200, Raleigh, North Carolina 27605.

Every effort will be made to assist the student with tuition and living expenses within the framework of school policies which may be in effect at the time. However, as funds are limited, prior indebtedness will not be given favorable consideration as part of the student's budget. Any applicant having further questions may write to the Coordinator, Financial Aid, 123 Davison Building, Box 3005, Duke University Medical Center, Durham, North Carolina 27710.

Student Health Service. The facilities of the Student Health Service Clinic, located in the Pickens Building, are available year-round to all allied health students. The clinic provides outpatient treatment, routine laboratory and X-ray examinations necessary for the diagnosis of acute medical and surgical problems, and many other services. A separate fee for this service is assessed for each student. Participation is mandatory for all Duke students unless a waiver is granted by the appropriate Dean. The coverage described above does not extend to spouses and children. However, dependents are eligible to use the facilities of the Duke University Medical Center, as are all members of the community, but they are responsible for health costs incurred. The Student Health Service Clinic is open from 8:00 a.m. to 7:00 p.m. Monday through Friday; 9:00 a.m. to 2:00 p.m., Saturday; and closed on Sundays. On Sundays, a doctor is available at the University Infirmary on East Campus, 2:00 p.m. to 5:00 p.m., for the evaluation of illnesses which cannot wait until regular Student Health Service hours.

Student Health Insurance. In order to provide twenty-four-hour protection to students for accidents and sicknesses not covered by the Student Health Services, the Student Accident and Sickness Insurance policy is available. Benefits include payment of hospitalization and surgical and medical fees. Persons

are covered on and off campus, at home, while traveling between home and school, and during interim vacation periods. The premiums for a student (and spouse or family) for the year 1977-1978 will be more fully described in the insurance brochure sent from the Bursar's office. If at the time of matriculation, the student does not have a sickness and accident policy, it is mandatory that they purchase this insurance.

Athletic Events. All students paying the full Duke University undergraduate tuition are issued Duke University identification cards and may attend all home intercollegiate athletic contests. Graduate students and those enrolled in certificate programs may purchase a book of tickets for regular season home football and basketball games. All tickets are sold on a first-come first-served basis. The ticket office is located in Cameron Indoor Stadium.

Judicial System and Regulations. Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the University which are currently in effect or which are, from time to time, put into effect by the appropriate authorities of the University. At the same time, the individual is responsible for decisions and choices within the framework of the regulations of the community as Duke does not assume *in loco parentis* relationships.

Any student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension or expulsion, for failure to abide by these regulations or for other conduct adjudged unsatisfactory or detrimental to the University.

A copy of the Allied Health Judicial System including a code of ethics, rules of conduct, and judicial procedures will be provided each student and is included in the appendix to this *Bulletin*.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of race, color, national and ethnic origin, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.

Academic Procedures and Information





Admissions

Admission to all Duke University educational programs are reviewed by an appropriate admissions committee. Students matriculating in the various allied health programs must meet the admission standards of that program.

Grading and Grade Requirements

Final grades on performance in academic work are sent to students after the examinations at the end of the fall and spring semesters.

Passing Grades. Passing grades are *A*, exceptional; *B*, superior; *C*, satisfactory; and *D*, low pass. A passing grade may be modified by a plus or minus. An *AZ* may be assigned for the satisfactory completion of the first semester of a two-course sequence. This permits an instructor to assign an earned grade for the entire year during the grading period for the second course of the sequence.

The *D* Grade. Although the *D* grade represents low pass, no more than two courses passed with *D* grades may be counted among the thirty-two courses required for graduation.

Failing Grades. A grade of *F* or *U* (see pass/fail option below) indicates that the student has failed the course, which is recorded on the student's record. If the course is taken again, a second entry of the course and the new grade earned is made on the record, but the first entry is not removed.

Pass/Fail Grading Option. With the consent of the instructor and program director, a student may choose to be graded on a pass/fail basis in one elective course each semester or summer session.

A student enrolling in a course on a pass/fail basis completes all the work of the course but receives either a pass, *P*, or fail, *U*, in lieu of a standard grade. After the first two weeks of classes in any semester, no student may change to or from a pass/fail basis. A pass grade may not subsequently be converted to a regular letter grade, nor may the course be retaken on a regular credit basis.

Grades When Absent from Final Examination. In all cases in which a student is absent from a final examination, an *X* is received instead of a final grade. If the student does not present an acceptable explanation for the absence to the Office of the Associate Dean for Allied Health Education within forty-eight hours after the scheduled time of the examination, the *X* is converted to an *F*. If the absence is excused by the Associate Dean the student arranges with the instructor for a

makeup examination. An *X*, not cleared by the end of the semester following the examination missed, is converted to an *F*. See Final Examinations and Excused Absences on page 10.

Grades for Incomplete Work. If, because of illness or other emergency, a student's work in a course is incomplete, an *I* may be received for the course instead of a final grade. Incomplete courses must be completed before the close of the succeeding semester; otherwise, the *I* is converted to an *F*. Seniors must complete all courses before graduation. A student whose work is incomplete and who is also absent from the final examination receives an *X* for the course.

For the purpose of determining if a student satisfies continuation requirements, an *I* is counted as failing to achieve satisfactory performance in that course.

Graduation and Continuation Requirements

Continuation Requirements. A student must achieve a satisfactory record of academic performance and make satisfactory progress toward graduation each semester. To remain in the University a student must not fail two or more courses in any semester. A student who, for any special reason, has been permitted to enroll for three or fewer courses must pass all courses.

Students are reminded that in cases where continuation is in question, incomplete work in any course is counted as a failure to achieve satisfactory performance in that course. Such courses must be completed in time for final grades to be submitted to the Registrar, no later than the day preceding the opening of the spring semester or June 15 in the summer.

Any student excluded under the provisions of this regulation may request to have the case reviewed by the Associate Dean, Allied Health Education.

Requirements for Degree. To be graduated a student must pass a minimum of thirty-two courses (including the sixteen courses required for admission) and all courses prescribed in the program of study. Of the courses required for graduation, no more than two courses with *D* grades will be accepted.

Residence Requirements. At least sixteen semester-courses must be completed satisfactorily at Duke. This must include the final four semesters.

Commencement

Graduation exercises are held once a year, in May, when degrees are conferred on, and diplomas issued to those who have completed requirements by the end of the spring semester. Those who complete degree requirements by the end of the fall semester or by the end of a summer term become eligible to receive diplomas dated December 30 or September 1, respectively. There is a delay of about one month in the mailing of September and December diplomas because the diplomas are mailed after final approval by the Academic Council and the Board of Trustees. Any persons who receive diplomas dated September 1 or December 30 may return for the commencement weekend and participate in the graduation exercises in May following the date of the diploma.

Eligibility for Academic Honors

To determine eligibility for academic honors, only letter grades earned at Duke, with the exception of the *P* (pass) grade, enter into the calculation of the average.

Dean's List. In recognition of academic achievement, juniors who carry a normal academic load and earn a *B* average or higher in the two semesters of an academic year are placed on the Dean's List if six semester-courses are presented in which grades other than *P* have been awarded and there has been no incomplete or failing grade within the academic year.

Class Honors. Students in the junior year who carry a normal academic load and earn a *B+* average on all work for the year are eligible for class honors provided that six semester-courses are presented in which grades other than *P* have been awarded and there has been no incomplete or failing grade within the academic year.

Graduation Honors. Full-time or part-time students who earn the following averages for all work taken at Duke are graduated with honors: a *B* average earns a degree *cum laude*; a *B+* average earns a degree *magna cum laude*, and an average of *A-* or above earns a degree *summa cum laude*.

Course Information

The unit of credit for academic work is the semester-course. Double-courses and half-courses are recognized.

Transfer Credit. Duke credit may be granted for course work satisfactorily completed at other regionally accredited, degree-granting institutions. Courses in which grades of less than *C-* have been earned are not accepted for transfer credit. Semester-course credit awarded at Duke for satisfactorily completed courses cannot, of course, be directly equated with semester-hour or quarter-hour credits. A semester's work accepted as a normal course load by the other institution transfers as a block of four course units at Duke, provided the courses taken at the other institution are acceptable by Duke as Duke course equivalents or electives. Ordinarily, transfer students will not be awarded more than four course units for one semester's work unless they have satisfactorily completed more than the normal course load at the institution from which they transferred. All courses approved for transfer credit are listed on the student's permanent record at Duke (unless the student has received a degree) but grades earned in such courses are not recorded. Courses taken at other institutions are evaluated by the Medical Center Registrar.

Students who transfer to Duke may receive credit for a maximum of two years of work at other institutions of approved standing. No credit is given for work completed by correspondence, and credit for no more than two semester-courses is allowed for extension courses.

Course Load and Eligibility for Courses. The normal and expected course load each semester is four to five semester-courses. To take fewer than four or more than five semester-courses in any semester, a student must have the approval of the program director and the Associate Dean for Allied Health Education. No student, however, may take more than six courses in any semester.

Course Audit. With the written consent of the instructor and the program director, a full-time degree student is allowed to audit one or more courses in addition to the normal program. After the first two weeks of classes in any semester, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may change classification to an auditor. A student may not repeat for credit any course previously audited. Auditors submit no daily work, take no examinations, and receive no credit for courses.

Course Changes After Classes Begin. Students, with the approval of the program director, may drop and add courses during the first two weeks of classes. Courses added during the second week of classes require, in addition, the approval of the appropriate instructor.

Students may drop a course without penalty until the time mid-semester grades are assigned if they are clearly carrying a course overload. Factors such as poor health or necessary outside work are also considered in permitting withdrawal from courses without penalty. A W is entered on the permanent record in lieu of a grade in all cases where withdrawal without penalty is approved. After the time limit has expired, withdrawal from any course will ordinarily result in a grade of F. Courses discontinued prior to mid-semester without approval will also be assigned an F.

Class Attendance and Excused Absences

Responsibility for class attendance rests with the individual student. Students are expected to attend classes regularly and punctually and must accept the consequences of failure to attend. An instructor is privileged to refer students to the Associate Dean for Allied Health Education for suitable action if, in the opinion of the instructor, their work or that of the class suffers because of absences. When excessive absences result in a student's failure to carry a normal course load, the Associate Dean, Allied Health Education, after a conference with the student, will determine whether the student may continue enrollment in the college.

Absences from required classes and tests ordinarily are excused only for illnesses certified by a proper medical official of the University and for authorized representation of the University in out-of-town events. Officials in charge of groups representing the University in such events are required to submit names of students to be excused to the Office of the Associate Dean for Allied Health Education forty-eight hours before absences are to begin.

Final Examinations and Excused Absences

Customarily, an examination is the final exercise in an undergraduate course, but it is understood that not all courses profit from this process. Therefore, unless departmental policy stipulates otherwise, the conduct of the final exercise is determined by the instructor, except that a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing.

Absences from final examinations are excused by the Associate Dean for Allied Health Education only in exceptional circumstances, such as illness certified by a medical official of the University or other conditions beyond the control of the student. A student who misses a final examination must notify the Office of the Associate Dean for Allied Health Education within forty-eight hours after the scheduled time of the examination. Failure to so notify and to present an acceptable reason for absence from the examination will result in the student's receiving an F in the course.

Changes in Status

Withdrawal and Readmission. A student who wishes to withdraw from the University must give official notification to the Associate Dean for Allied Health Education. Withdrawals at student initiative prior to the Thanksgiving recess in the fall semester or prior to April 15 in the spring semester are coded as voluntary, and a W is entered in lieu of a grade for each course. Voluntary withdrawals after

these dates are permitted only in the event of emergencies beyond the control of the student.

Applications for readmission are made to the Medical Center Registrar. Each application is reviewed by the admissions committee of the program to which the student applies. A decision is made on the basis of several criteria including the applicant's academic record at Duke, the prospects of completing requirements for graduation, the student's citizenship record at Duke, evidence of increasing maturity and discipline, the degree of success attendant upon activities during the time away from Duke, and finally, the applicant's relative standing among the group of students applying for readmission.

Leave of Absence. A student in good standing may apply in writing to the Associate Dean for Allied Health Education to take a leave of absence for one or two semesters. The application must come before the end of the fall semester for a leave of absence during the spring semester, and before July 15 for a leave of absence during the fall semester. If the leave is approved, the student must keep the Associate Dean informed of any changes of address.

Full-Time and Part-Time Degree Status. Normally, undergraduate students who are candidates for degrees are expected to enroll for a normal course load each semester. A student who needs to change from full-time status, or from part-time to full-time status, must have the approval of the program director and the Associate Dean for Allied Health Education. For special reasons approved by the program director and the Associate Dean, a full-time degree student who is qualified to continue may register in a part-time degree status for no more than two courses.

Admission

Students seeking admission to the Bachelor of Health Science degree programs must have completed two years of study at an accredited institution. In addition, they must have a minimum of sixteen course equivalents (sixty semester hours) of transferable credit including at least one course in English, three in natural science, three in social sciences or history, and one in humanities. Additional requirements are listed in the description of the program.

Other Information

Release of Student Records. No confidential information contained in student records (academic or otherwise) is released to non-University persons or to unauthorized persons on the campus without the consent of the student. Consent is evidenced by each student's signing a form which authorizes the release of personal data. The form may provide for the release of information to one or more persons or agencies only, or it may be a blanket release. Blank forms to authorize or revise the permission are available in the office of the program directors.

Identification Cards. Undergraduate students are issued two-part identification cards which they should carry at all times. The cards are the means of identification for library privileges, University health services, athletic events, and other University functions or services open to them as University students. Students will be expected to present their cards on request to any University official or employee.

The cards are not transferable, and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of this card immediately to the Registrar's Office. The cost of a new identification card is \$5.

Financial Information





Tuition and Fees*

Estimated Expenses for an Academic Year. Certain basic expenditures such as tuition, board, and room are to be considered in preparing a student's budget. These necessary expenditures, with a reasonable amount allotted for miscellaneous items, are shown below:

Tuition	\$3,530 per year
Books, uniforms, and supplies	\$200-\$300 per year
Food	\$140 per month
Laboratory Fees	See Individual Course Requirements
Lodging	\$120 per month
Student Health Fee	\$85 per month
Student Accident and Sickness Insurance	\$71 per year (single) \$165.40 per year (married)
Miscellaneous (travel, laundry, clothing, etc.)	\$105 per month

Debts. No records are released and no students are considered by the faculty as candidates for graduation until they have settled with the Bursar for all indebtedness.

Bills may be sent to parents or guardians provided the Bursar has been requested in writing to do so. Failure to pay all University charges on or before the times specified by the University for that semester will bar the student from class attendance until the account is settled in full.

Registration Fees and Deposits. On notification of acceptance, baccalaureate degree students are required to pay a nonrefundable first registration fee of \$25.* Students in the Physician's Associate Program are required to make a deposit of \$75. The deposit will not be refunded to accepted applicants who fail to matriculate. For those who do matriculate, the deposit is applied to the cost of tuition.

*These are estimated figures only. Tuition and fees are subject to change without notice.



Late Registration. Students who register in either semester at a date later than that specified by the University must pay to the Bursar a fee of \$25.

Part-Time Students. In the regular academic year, students who register for no more than two courses in a semester are classified as part-time students. In 1976-1977 part-time students were charged at the following rates: One course, \$404; half-course, \$202; quarter-course, \$101; one course plus laboratory or preceptorship, \$538. Registration for more than two courses requires payment of full tuition. Graduate students registered for undergraduate courses will be assessed three units for non-laboratory courses and four units for laboratory courses. Non-degree men and women beyond usual college age who are on review for admission to degree programs, as designated by the Office of Continuing Education, pay fees by the course whether the course load is one, two, or three courses.

Auditors. Auditing of one or more courses without charge is allowed students paying full fees, provided that the consent of the instructor is obtained. In 1976-1977 students who were enrolled for one or two courses could audit other courses by payment of \$40 for each course audited. With the consent of the appropriate instructor and the Registrar, graduates of Duke could audit undergraduate courses for \$40 each course.

Duke Employees. Full-time employees with one or more years of service with the University may request permission to take for credit or audit up to two courses during any one semester. Permission may be granted based on the individual merits and circumstances of each application. Employees receiving permission to take such courses for credit will be charged one-half of the tuition

rate for part-time students as shown above. Courses may be audited upon payment of \$40 per course. Employees are required to submit a formal application by December 1 or July 15.

Fees for Transcripts. Requests for transcripts of academic records should be directed to the Office of the Medical Center Registrar. A minimum fee of \$2, payable in advance, is charged for a single copy.

Student Health Fee. All regular full-time undergraduate students (those registered for three courses or more) and all regular full-time graduate and professional school students (those registered for nine units or more and for three units if the preliminary examination has been passed) are required to pay a health fee that is nonrefundable after the first day of classes in the semester. The only exceptions to this requirement are for the following reasons: (1) if the student is covered by a spouse's or parents' Duke University employee Blue Cross-Blue Shield insurance or (2) if, as a veteran, the student is eligible for, and elects to use, the V.A. Hospital services. A waiver form will be provided and must be completed and returned with the payment of tuition if the student elects to waive the fee for the aforementioned two reasons.

The student health fee entitles the student to outpatient treatment through the Student Health Service or inpatient treatment in the East Campus Infirmary. The health fee is not to be confused with the Duke Student Accident and Sickness Insurance (the premium for this insurance is minimized due to the existence of the Student Health Services) which covers a large number of medical costs above and beyond the treatment available through the Student Health Services. The identification of a separate student health fee in no way changes the policy concerning the Student Accident and Sickness Insurance. A Student Health brochure will be distributed at the time the semester enrollment card is picked up at the beginning of the term.

Student Accident and Sickness Insurance. At time of matriculation, students must provide proof of coverage under an accident and sickness insurance policy or purchase the Duke Student Accident and Sickness Insurance Policy. This insurance policy provides protection twenty-four hours per day during the twelve-month term of the policy of each student insured. Students are covered on and off the campus, at home, or while traveling between home and school and during interim vacation periods.

Refunds

If a student withdraws, tuition is refunded according to the following schedule:

Withdrawal from Baccalaureate Program	Refund
Before classes begin	Full amount
During first or second week	80%
During third to fifth week	60%
During sixth week	20%
After sixth week	None

Withdrawal from Certificate Programs*	Refund
Before classes begin	Full amount
During first week	80%
After classes begin	None

*Course fees for students in certificate programs are payable on a yearly basis unless prior arrangements are made with the program director.

Bachelor of Health Science Degree Programs





Duke University Medical Center awards a Bachelor of Health Science degree to students who complete either the Medical Technology, Pathologist's Assistant, or Physician's Associate program.

Medical Technology

ADMINISTRATION

Chairman, Department of Pathology: Robert B. Jennings, M.D., *Professor of Pathology*
Chairman Emeritus: Thomas D. Kinney, M.D., *R. J. Reynolds Professor of Medical Education*
Medical Director, Medical Technology Program: Frances K. Widmann, M.D., *Associate Professor of Pathology*
Program Director, Medical Technology Program: Margaret C. Schmidt, MT(ASCP), M.A.T., *Associate in Pathology*
Education Coordinators, Medical Technology Program: Cynthia L. Wells, MT(ASCP), B.S.; Linda H. Lunn, MT(ASCP), B.S.; Roberta S. Jacobs, MT(ASCP) B.S.

FACULTY MEMBERS

Associate Professors: Dolph Klein, Ph.D.; Peter Zwadyk, Ph.D.
Assistant Professors: Peter H. Anderson, Ph.D.; William H. Briner, B.S.; Robert L. Habig, Ph.D.
Associates: John A. Bittikofer, Ph.D.; Philip A. McHale, Ph.D.; Frederick Bruno, M.S.
Instructors: Edwin M. Bumgarner, MT(ASCP), M.P.H.; Ardell M. Proctor, MT(ASCP), M.S.; Robert F. Wilderman, M.S.
Clinical Teaching Staff: Pamela Brown, MT(ASCP); Carol Burns, MT(ASCP); John Carr, B.S.; Betty R. Crews, MT(ASCP); Jean T. Crute, MT(ASCP); Anne L. Finch, MT(ASCP); Robert L. Hoover, B.S.; Miriam Marshall, MT; Irene A. Wyatt, MT(ASCP); Lydia Tiosejo, MT(ASCP), M.S.; Sarah Lunsford, MT(ASCP), S.M., B.S.

Program of Study. The Medical Technology Program is a two-year baccalaureate program, with courses taught during the academic year. Term one of the junior year consists of four required courses; term two consists of three required courses and one elective course. Selection of the elective course will depend on transfer credits accepted by Duke University Medical Center toward the B.H.S. degree and requirements of the National Accrediting Agency for Clinical Laboratory Sciences. The senior year is spent in didactic courses and student and clinical laboratories of Duke University Medical Center facilities. Upon successful completion of this two-year program, the student is awarded the B.H.S. degree and a certificate in medical technology.

Curriculum. Students must complete the following:

Junior Year

Fall Semester

		<i>Course Weight</i>
PTH 107	Human Pathology	1
PTH 112	Instrumentation	1
PTH 121	Blood and Body Fluids	1
PHS 102	Basic Human Physiology	1

Spring Semester

		<i>Course Weight</i>
PTH 114	Medical Chemistry	1
PTH 120	Immunology and Immunohematology	1
PTH 132	Medical Microbiology	1
Elective*		1

Senior Year

Fall Semester

		<i>Course Weight</i>
PTH 122	Mycology/Parasitology	1
PTH 126	Laboratory Supervision and Management	1
PTH 151	Clinical Microbiology	1/2
PTH 152	Clinical Immunology-Serology	1/2
PTH 155	Clinical Blood and Body Fluids	1/2
PTH 157	Clinical Chemistry	1/2

Spring Semester

		<i>Course Weight</i>
CHS 110	Medical Uses of Computers	1
PTH 124	Educational Techniques for the Health Professional and Seminar	1
PTH 152	Clinical Microbiology	1/2
PTH 154	Clinical Immunology-Serology	1/2
PTH 156	Clinical Blood and Body Fluids	1/2
PTH 158	Clinical Chemistry	1/2

*Elective courses may be selected from undergraduate level courses. See *Bulletin of Duke University, Undergraduate Instruction*.



The above curriculum provides sixteen course credits in the junior and senior years and should satisfy requirements for students who wish to be eligible for MT(ASCP) certification.

Prerequisites for Admission. Applicants must satisfy the general admission requirements for the Bachelor of Health Science degree and must have earned at least a C+ average in their science courses. A total of four courses (sixteen semester or twenty-four quarter hours) is required in chemistry, including at least one course in organic chemistry. Quantitative analysis will be accepted in lieu of the second semester of organic chemistry. Four courses (sixteen semester or twenty-four quarter hours) are required in biology. If possible, one course should be in physiology and one in general bacteriology. If the applicant presents only three courses in biological science, the fourth course must be taken in the junior year. One course in college mathematics is also required. Students who meet the general B.H.S. degree admission requirements, but lack the additional chemistry or biology credits will be considered for admission; such deficiencies must be corrected before entrance to the senior clinical year curriculum may be granted.

Application Procedures. Applications should be submitted by March 1 of the year for which admission is requested, and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, including a nonrefundable fee of \$20;
2. Official transcripts from all colleges and universities or other academic institutions attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. Three letters of recommendation—one from a professor of biological sciences, one from a professor of chemistry, and one from a college adviser.

Special Expenses. Textbook and manual expenses for the first year are approximately \$150; for the second year, \$220. The cost of uniforms for the second year is approximately \$150. Courses with a laboratory may be assessed a laboratory fee of \$50 per course.

Financial Aid. A small amount of University loan funds is available on the basis of demonstrated financial need. See the section on Student Aid described on page 3.

Pathologist's Assistant

ADMINISTRATION

Chairman, Department of Pathology: Robert B. Jennings, M.D., *Professor of Pathology*
Chairman Emeritus: Thomas D. Kinney, M.D., *R. J. Reynolds Professor of Medical Education*
Director, Pathologist's Assistant Program: Philip C. Pratt, M.D., *Professor of Pathology*
Associate Director, Pathologist's Assistant Program: Kenneth R. Broda, Ph.D., *Associate*
Assistant Associate Director, Pathologist's Assistant Program: Gerald A. Phipps, B.S., B.H.S.
P.A.

FACULTY ADVISORY BOARD

Professors: Donald B. Hackel, M.D.; Robert B. Jennings, M.D.; William W. Johnston, M.D.;
Thomas D. Kinney, M.D.; Philip C. Pratt, M.D.; Joachim R. Sommer, M.D.; F. Stephen
Vogel, M.D. Associate Professors: Dolph O. Adams, M.D., Ph.D.

FACULTY

Associate Professors: Frances K. Widmann, M.D.; Peter Zwadyk, Ph.D.
Assistant Professors: Robin Vollmer, M.D.; Jane Gaede, M.D.

Associates: J. Phillip Pickett, HT(ASCP); Margaret C. Schmidt, MT(ASCP), M.A.T.; Philip A. McHale, Ph.D.

Page Hudson, M.D., Chief Medical Examiner, State of North Carolina and Professor of Pathology, University of North Carolina Medical Center

Instructors: Ronald L. Mitchell, A.B.A., Chief, Medical Media Production Service, V.A. Hospital; Paul C. Greenwood, B.S., R.T., R.B.P., Senior Medical Photographer, V.A. Hospital; Cynthia L. Wells, MT(ASCP), B.S.; Roberta S. Jacobs, MT(ASCP), B.S.; Linda H. Lunn, MT(ASCP), B.S.; Nathan A. Brinn, HT(ASCP), B.S.

The Pathologist's Assistant Program is designed to meet the growing need for trained personnel to assist the anatomic pathologist in the areas of surgical and autopsy pathology including histopathology and medical photography. The Duke Pathologist's Assistant Program was the first program to educate such individuals, and the acceptance of Duke graduates by the medical community has led to the development of many similar programs. Upon completion of the program, students will have acquired knowledge and skills which will permit them to fill important roles in academic, forensic, or private pathology environments.

Program of Study. The program is two calendar years in duration and includes four semesters of practical and academic training and two successive three and one-half month summer externships. The externships, consisting of practical training in autopsy pathology, surgical pathology, forensic pathology, and histopathology, are conducted principally within the Department of Pathology, although a limited number of externships are available in affiliated hospitals. Upon successful completion, the Bachelor of Health Science degree and a certificate of achievement are awarded.

Curriculum. Students must complete the following:

Junior Year

Fall Semester

	Course Weight
ANA 101 Human Anatomy	1
PHS 102 Basic Human Physiology	1
PTH 102 Histologic Technique and Interpretation	1
PTH 121 Blood and Body Fluids	1
PTH 107 Human Pathology	1

Spring Semester

	Course Weight
PTH 200 Pathology	2
PTH 160 Autopsy Technology	$1\frac{1}{2}$
PTH 161 Medical Photographic Technology	1

Senior Year

Fall Semester

	Course Weight
PTH 110 Systemic Pathology	$\frac{1}{2}$
PTH 165 Surgical Pathology	$1\frac{1}{2}$
PTH 167 Autopsy Practicum	$1\frac{1}{2}$
PTH 183 Special Autopsy Techniques and Procedures	1

Spring Semester

	Course Weight
PTH 111 Systemic Pathology	$\frac{1}{2}$
PTH 164 Clinical Diagnostic Methods	1
MIC 101 Introductory Microbiology	$\frac{1}{2}$
PTH 166 Surgical Pathology	$\frac{1}{2}$
PTH 196 Student Autopsy Seminar	$\frac{1}{2}$
Elective*	1

*Electives may be chosen from courses offered by the Department of Pathology or from undergraduate junior or senior level courses approved by the department

In addition to B.H.S. degree requirements, practical rotations during the summers are required for certification.

Prerequisites for Admission. Applicants must satisfy the general admission requirements for the Bachelor of Health Science degree. Enrollment is very limited and selection is based on the applicant's academic record, test scores, experiences, and evidence of general aptitude and capability as indicated by letters of recommendation. The Pathologist's Assistant Program does not require patient contact experience and accepts applicants who do not have past health-related experience.

Application Procedures. Applications must be completed by May 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, including a nonrefundable fee of \$20;
2. Official transcripts from the armed forces and all high schools, colleges, or other academic institutions attended;
3. Scholastic Aptitude Test (SAT) scores from the College Entrance Examination Board; and
4. Three letters of recommendation—one from a science professor and the remaining from individuals who have knowledge of the student's professional or educational qualifications.

All applicants will be notified by June 1 regarding admission to the program. Requests for further information and application forms should be directed to: Director, Pathologist's Assistant Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

Special Expenses. Books, automobile registration, health insurance, and uniforms will cost approximately \$250. A laboratory fee of \$50 may be assessed for course Pathology 121.

Financial Aid. Those students demonstrating need may be eligible for student loans and scholarships explained on page 3.



Physician's Associate

PHYSICIAN'S ASSOCIATE PROGRAM ADMINISTRATION

Chairman: E. Harvey Estes, Jr., M.D., *Department of Community Health Sciences*

Program Director: Michael Hamilton, M.D., *Chief of Division for Health Team Development and Assistant Professor of Community Health Sciences*

Associate Director: Reginald D. Carter, Ph.D., *Assistant Professor of Community Health Sciences and Physiology*

Assistant Director of Education: Valerie Staples, B.A., R.P.A., *Associate in Community Health Sciences*

Program and Surgical Coordinator: Paul S. Toth, B.S., R.P.A.

Clinical Coordinates: Joyce Nichols, R.P.A. and Laurie Wilson, R.P.A.

Assistant Director for Legal Affairs: Nancy Shaw, J.D.

Director of Finances: Edward H. Pope

FACULTY

Professors: Frank H. Bassett, M.D.; Arthur Christakos, M.D.; Suydam Osterhout, M.D.

Associate Professors: Patrick Kenan, M.D.; Malcolm H. Rourk, M.D.; Thomas T. Thompson, M.D.; Frances Widmann, M.D.; Nancy F. Woods, R.N., M.S.

Assistant Professors: Collin F. Baker, Jr., M.D.; Seymour Gruffman, M.D.; William J. Kane, M.D.; Alan D. Whanger, M.D.

Associate: Margaret Schmidt, MT(ASCP), M.A.T.

Assistant Adjunct Professors: Donald Calbreath, Ph.D.; Lynn Hartwig, M.A.; Belinda Novik, M.S.

ADVISORY COMMITTEE TO THE PHYSICIAN'S ASSOCIATE PROGRAM

Reginald D. Carter, Ph.D., *Associate Director, Physician's Associate Program, Duke University Medical Center*; E. Harvey Estes, Jr., M.D., *Professor and Chairman of Department of Community Health Sciences, Duke University Medical Center*; Michael A. Hamilton, M.D., *Director of Physician's Associate Program, Chief of Division of Health Team Development, Duke University Medical Center*; Collins Baker, Jr., M.D., *Assistant Professor, Family Practice Program, Durham, N.C.*; Gordon Burch, M.D., *Assistant Professor, Division of Neurology, Duke University Medical Center*; Arthur Christakos, M.D., *Associate Professor, Obstetrics and Gynecology*; Earl Echard, P.A.; James P. Green, M.D., *General Practitioner, Henderson, N.C.*; Patrick D. Kenan, M.D., *Associate Professor of Otolaryngology*; W. Benson McCutcheon, Jr., M.D., *Thoracic Surgeon, Durham, N.C.*; Sally Messick, R.N., F.N.P., M.S., *Lecturer, School of Nursing, Duke University Medical Center*; D. Edmond Miller, M.D., *cardiologist, Durham, N.C.*; Evelyn Schmidt, M.D., *Project Director, Lincoln Community Health Center, Durham, N.C.*; Thomas Vaughn, P.A., *Pickens Rehabilitation Center, Durham, N.C.*; Julia Watkins, R.N., F.N.P., *Director of Family Nurse Practitioner Program, University of North Carolina, School of Nursing, Chapel Hill, N.C.*; Charles D. Watts, M.D., *general surgery, Durham, N.C.*; Thad Wester, M.D., *pediatrician, Lumberton, N.C.*; Hal T. Wilson, M.D., *Program Director and Medical Director, Physician's Associate Program, University of Kentucky at Lexington*; James Davis, M.D., *Chief of Surgery, Durham County General Hospital, Durham, N.C.*; Julia Brown, *community representative*; Connie Winstead, *Administrator of Women's Pavilion, Durham, N.C.*; Tom Coulson, *second-year P.A. student*; Kenda Hills, *first-year P.A. student*.

In 1965 Duke University Medical Center began an innovative program designed to prepare highly educated and well trained assistants for physicians. The program originated when clinicians at the Medical Center realized that they could enhance their productivity by safely and effectively delegating many of their tasks and responsibilities to non-physicians. Because of the scarcity of nurses and other allied health professionals, the clinicians relied primarily upon ex-military corpsmen with previous health-related education and experience. Dr. Eugene A. Stead, Jr., then Chairman of the Department of Medicine at Duke, recognized the potential of the corpsmen experiment and concluded that the clinicians' use of military paramedical personnel might be readily adapted to augment the primary care physician in an effort to solve many of the problems plaguing the health care system.

The physician's associate possesses a broad understanding of medicine and health care. Men and women are chosen for the program on the basis of their demonstrated commitment to providing health care, their academic

potential, and ability to communicate with patients. These innate strengths are developed during the two years of study. At the end of this time, the graduate physician's associate is able to interrelate with patients to obtain a thorough history and physical examination, to record this information, and to present it clearly to a physician. The physician's associate assists the physician in performing appropriate diagnostic and therapeutic procedures and counsels patients about their health care or therapeutic plans of management. Students are also taught to assess and monitor the condition of chronically ill patients. Physician's associates provide patient care services such as wound suturing, dressing changes, cast application and removal, and after-hours laboratory studies. Upon successful completion of the program, Duke University Medical Center awards the student a Bachelor of Health Sciences degree and a Physician's Associate Certificate.

Program of Study. The curriculum is twenty-four consecutive months in duration and is designed to provide students with sufficient knowledge to understand the underlying rationale for the skills used in gathering adequate information in determining patient problems. It focuses primarily upon the common problems seen in ambulatory care settings, so that the student is able to assess better the various diagnostic, therapeutic, and supportive measures used by the primary care physician. The first nine months are devoted to the basic medical sciences and the remaining fifteen months to clinical training in a variety of practice settings. The rigors of the curriculum are designed specifically for people who have had previous education, training, and experience in a health-related discipline.

The preclinical curriculum is integrated in such a way as to introduce the student to medical sciences as they relate to clinical problems. Learning strategies include self-instructional packages, lectures, seminars, laboratories, and small-group encounters. Clinical medicine and patient evaluation are taught using the problem-oriented medical record format. The psychosocial aspects of clinical practice are emphasized as well as the physical aspects of disease processes. As part of the clinical practicum students are required to take rotations in inpatient medicine, surgery/emergency services, pediatrics, and obstetrics/gynecology. The final ten weeks of clinical training is spent away from Duke in a primary care setting. Because the clinical teaching is carried out in many practice settings, students should plan on being away from the Durham area for part of their clinical experience.

Curriculum. Before proceeding into the clinical phase of the curriculum, students must satisfactorily complete the following:

Preclinical Schedule

Fall Semester

	Course Weight
CHS 103 Medical Science for Clinical Practice I	2
MED 110 Patient Evaluation I	1
PTH 115 Laboratory Procedures	1
ANA 103 Functional Human Anatomy	$\frac{1}{2}$
CHS 101 Community Health Sciences	$\frac{1}{2}$
	$5\frac{1}{2}$

Spring Semester

	Course Weight
CHS 104 Medical Science for Clinical Practice II	$\frac{1}{2}$
MED 111 Patient Evaluation II	$\frac{1}{2}$
ANA 104 Functional Human Anatomy	$\frac{1}{2}$
SUR 101 Basic Surgical Principles	1
MIC 101 Introductory Microbiology	$\frac{1}{2}$
RAD 101 Introductory Radiology	$\frac{1}{2}$
CHS 105 Human Growth and Development	$\frac{1}{2}$
	$5\frac{1}{2}$



After satisfactory completion of all basic science courses, students must complete the following:

Clinical Schedule

General Medical Inpatient Service	2 courses	8 weeks
General Surgical Outpatient/Emergency Service	2 courses	8 weeks
Obstetrics and Gynecology	1 course	4 weeks
Pediatrics	1 course	4 weeks
Family Medicine	1 course	4 weeks
One elective course required for the B.H.S.* degree	1 course	4 weeks
	8 courses	32 weeks

In addition to the above clinical courses required for the B.H.S. degree, students must complete:

Four elective courses required for certificate†	16 weeks
Primary Care Preceptorship‡	Subtotal: 48 weeks <u>10 weeks</u>
	Total: 58 weeks

*Selection of electives is determined in accordance with specialty training guidelines from a number of four- or eight-week rotations. Courses are taken during the spring and fall semesters of the second year.

†Same as above except courses taken during the summer session of the first year.

‡This rotation is taken only during the summer of the last year.

Students should be aware that the above curriculum is subject to change due to curriculum development.

Prerequisites for Admission. Applicants must have met all the requirements for transfer students to Duke University and must have taken an acceptable college level course in chemistry and biology. Students must have a minimum of 2,000 hours (one full year) in a health field involving direct patient contact. Experience gained as a medical corpsman, medical technologist, radiologic technologist, registered/practical nurse, inhalation therapist, or in other medical fields fulfill this requirement.

Application Procedures. Applications must be submitted by January 1 of the year for which admission is requested and must contain the following:

1. A completed Duke University Medical Center Allied Health application form, which includes a nonrefundable fee of \$20;
2. Official transcripts from all colleges, or other academic institutions attended;
3. Scholastic Aptitude Test scores of the College Entrance Examination Board; and
4. Three letters of recommendation, one from an immediate supervisor, one from a physician with whom the applicant has worked, and one from an acquaintance of five or more years.

All applicants will be notified by April 15 regarding admission to the program. Requests for further information and application forms should be directed to the Director of Admissions, Physician's Associate Program, P.O. Box 2914, Duke University Medical Center, Durham, North Carolina 27710.

Special Expenses. Books for the program will cost approximately \$250, equipment \$270, and uniforms \$70. A \$50 laboratory fee may be assessed for course Pathology 115.

Financial Aid. It is possible to receive the entire amount of tuition through the Duke University tuition loan plan. However, due to the limited amount of money available, requests are considered individually and approved on the basis of financial need. Part-time employment for students is available in many areas of the Medical Center. Frequently such employment can net students about \$100 per month and not jeopardize their education. Students must comply with the academic schedule and are prohibited from working more than twenty hours per week. See the section on Student Aid.

Courses of Instruction

Courses numbered from 150 through 189 either list specific prerequisites or have as a prerequisite the completion of the junior year in one of the programs.

Double numbers separated by a hyphen indicate that the course is a year course and must normally be continued throughout the year if credit is to be received.

ANATOMY

ANA 101. Basic Human Anatomy. A lecture-laboratory discussion course that examines human morphology and the fundamental relationships among the neurologic, musculoskeletal, cardiovascular, gastrointestinal, respiratory, renal, and reproductive systems. The course includes cadaveric presentations of every major region of the human body. Intended primarily for students in allied health programs. One course. *Hylander and Staff*

ANA 103-104. Functional Human Anatomy. Through lectures, laboratories, videotape demonstrations, and cadaveric presentations, students are able to identify human morphological structures and describe the fundamental relationships that exist among the musculoskeletal, articular, cardiovascular, gastrointestinal, respiratory, renal, reproductive, and neurological systems. The application of anatomical principles to interpretation of clinical signs and events is emphasized as well as the use of anatomical landmarks in the examination of various body regions. Students are encouraged to develop an anatomical vocabulary suitable for communicating clinical observations to other health profes-

sionals. The course is taught jointly by the Departments of Surgery and Anatomy. One course. *Bassett, Toth, and Staff*

COMMUNITY HEALTH SCIENCES

CHS 101. Community Health Issues. A description of the development of key ideas concerning modern scientific medicine and broad social questions regarding the medical profession. Topics include the social roles of patients as well as physicians, the public image of medicine, the impact of various historical epochs such as the industrial revolution, and changing attitudes toward poverty and welfare. The various systems for the delivery of health care, the nature and implications of pending health care legislation, health care cost and payment mechanisms, and types and extent of health care services provided by both public and private agencies are examined. In addition, there will be discussions of the social and cultural aspects of health and preventive medicine. Epidemiology and statistical principles will also be included. One course. *Gruffman, Hartwig, and Staff*

CHS 103-104. Medical Sciences for Clinical Practice. A system of self-instructional tutorials, enrichment sessions, and clinical correlations provide the student with an opportunity to learn the rationale underlying the delineation and management of the most common clinical problems seen by primary care practitioners. Presentations in anatomy, physiology, biochemistry, pathology, and pharmacology are unified and integrated with clinical medicine, using an organ systems approach. The course provides the student with an interesting, intelligent, and pragmatic account of modern concepts in medicine and medical sciences. Three and one-half courses. *Carter, Hamilton, and Staff*

CHS 105. Human Growth and Development. This course explores developmental trends pertinent to various life stages. Special attention is paid to infancy and early childhood, adolescence, family dynamics, sexual and marital health, aging, and death and dying. The class will involve lectures, small group discussions, and readings. Emphasis will be placed on the impact of stresses common to various life stages on the total health of individuals and families. One course. *Hamilton, Staples, and Staff*

CHS 110. Medical Applications of Computers. This lecture, laboratory, and demonstration course will introduce the student to computer use for calculational and non-numeric computation through use of a higher order language (e.g., FORTRAN), and to the uses of computers in ongoing medical and medicine-related projects in the Duke V.A. Hospital complex. The practical assignments, in conjunction with lectures and demonstrations, will permit the students as part of the course to write, evaluate, or analyze a problem-directed program. One course. *McHale and Staff*

CHS 150. General Community Medicine. During this rotation, students spend time with physicians in community practice, observing and participating in both office-based and hospital care. Students gain experience in doing both problem-specific and complete evaluations and through follow-up visits have an opportunity to monitor the results of therapy. Students learn to appreciate the impact of patients' total environment on their health status. Time: 4-8 weeks. Two courses. *Staff*

CHS 151. Family Practice. A four-, six-, or eight-week clinical experience surveying the components of family practice, including emotional conflicts and interpersonal relationships with the patient and other members of the family unit. Through experience in interviewing and examining patients, the student is

exposed to the multifaceted approach of understanding and treating physiologic and sociologic components of disease processes. In this situation, an understanding of the common diseases treated by primary care practitioners and the aspects of the unique relationship a physician's associate experiences with patients, their physicians, and other health team members is developed. One or two courses. *Kane and Staff*

CHS 180. Primary Care Preceptorship. This rotation is required of all students during the final ten weeks of their training and provides a transition between the role of the student and graduate physician's associate. Students are encouraged to select a preceptor in the area of their anticipated employment and, during this extended period of time, to explore the tasks and team aspects of functioning as a mid-level practitioner. Students will provide health services consonant with their backgrounds, clinical experiences, and the needs of the particular practice setting. Required for certificate. *Estes, Hamilton, and Staff*

CHS 191. Independent Study. This special four-week course enables students to select individually with program administrators a series of objectives and to develop a program that can reasonably be expected to achieve those objectives. One course. *Estes, Hamilton, and Staff*

MEDICINE

MED 110-111. Patient Evaluation. The general assessment of patients using skills of interviewing, history-taking, and physical examination are taught through a sequence of learning experiences including lectures, demonstrations, and simulated patient encounters. Students are taught interpersonal recall techniques to improve their interviewing skills through self-exploration of their own attitudes, anxieties, and values. Students meet in groups of five with one clinical instructor for bedside experience in eliciting a meaningful data base. They are taught how to record patient data using the problem-oriented medical record format and how to present such information orally to the supervising physician. One and one-half course. *Hamilton, Staples, and Staff*

MED 150. Inpatient Medicine. An eight-week full-time required clinical rotation in which the student learns to apply basic medical knowledge to the problems and situations encountered on an inpatient service. By collecting a data base, formulating a complete problem list, participating in daily rounds, and participation in the management of patient problems, the student develops an awareness and understanding of the multiple aspects of disease processes and becomes familiar with therapeutic regimen and dispositions relative to specific disease states. The student will present the data base of each new patient to the supervising physician or attending rounding physician in a coherent, concise fashion. Two courses. *Staff*

MED 151. Outpatient Medicine. During this rotation, the student learns to apply basic medical knowledge to the common problems and situations encountered on an outpatient/emergency service. Experience may include long-term follow-up of patients with chronic diseases, emergency triage and management and evaluation of acute self-limited problems. This rotation occurs in an institutional as opposed to a private setting. Time: 4-8 weeks. Two courses. *Staff*

MED 152. Intensive Care. A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe trauma, cardiorespiratory collapse, or other life-threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and elec-

trolyte replacement and acid-base balance under resident physician supervision. One course. *Staff*

MED 153. Cardiology. During the rotation students will become familiar with the presentation, evaluation, and management of cardiovascular disorders, including acute and chronic problems. Students will gain experience performing the medical history and physical examination and will learn appropriate diagnostic procedures and therapeutic regimens, including drug therapy, alterations in life patterns, (smoking, diet, exercise, etc.) and surgical intervention. Time: 4 or 8 weeks. One or two courses. *Cardiology Staff*

MED 155. Endocrinology. A four- or eight-week rotation designed to acquaint the student with endocrinological diseases. The emphasis placed on obtaining the defined endocrine data base and appropriate treatment of the disease. Students attend all daily rounds and conferences while on the service. They are taught the indications, limitations, and methods of performing diagnostic procedures including: glucose, tolbutamide, and arginine tolerance tests; thyroid function tests; and urinary steroid determinations. Students help educate patients with endocrine diseases about their disease processes, diagnostic evaluations, and therapies. One or two courses. *Endocrinology Staff*

MED 156. Gastroenterology. During this four- or eight-week rotation students study the diagnosis, pathophysiology, and essentials of therapy of various gastroenterologic problems. They learn to perform and interpret the following diagnostic procedures: nasogastric intubations and gastric analyses (both with and without fluoroscopy), secretin tests, rectal and small bowel biopsies, protoscopies, sigmoidoscopies, and gastroscopies. They also learn to care for endoscopic and biopsy instruments and biopsy specimens. One or two courses. *Gastroenterology Staff*

MED 157. Hematology-Oncology. During this four-week rotation the students become familiar with the presentation of hematologic and oncologic problems, including many which are serious and life-threatening. A major objective for the student will be learning to relate supportively to the feelings and needs of terminally ill patients. The student will also gain experience with various diagnostic procedures, including white cell differential, bone marrow aspiration, lumbar puncture, paracentesis, and thoracentesis. Students will become familiar with the principles of blood transfusion. One or two courses. *Hematology Staff*

MED 159. Allergy and Respiratory Disease. A four- or eight-week rotation that provides an indepth exposure to patients with respiratory and allergic conditions. The problems encountered by patients who have respiratory ailments are studied in detail as are the associated special history and physical examination techniques and diagnostic and therapeutic procedures (including allergy skin testing, eosinophilic nasal smear counts, sputum evaluation, chest X-ray, and ventilatory therapy). The student participates in daily rounds and teaching conferences on respiratory diseases and gains a knowledge of the therapeutic regimen, their indications, availability, reliability, and limitations in the treatment of respiratory and allergic diseases. One or two courses. *Pulmonary Staff*

MED 160. Nephrology. During this four- or eight-week rotation, the student learns to gather and record information in a problem-oriented manner about patients with renal and hypertensive diseases. The student becomes able to recognize the effects of disease, therapy, and education on the patient's course and plays a major role in patient education. The fundamentals of renal function, urinalysis, radiography of the chest, urinary system and bones, and the principle of dialysis are covered. One or two courses. *Nephrology Staff*

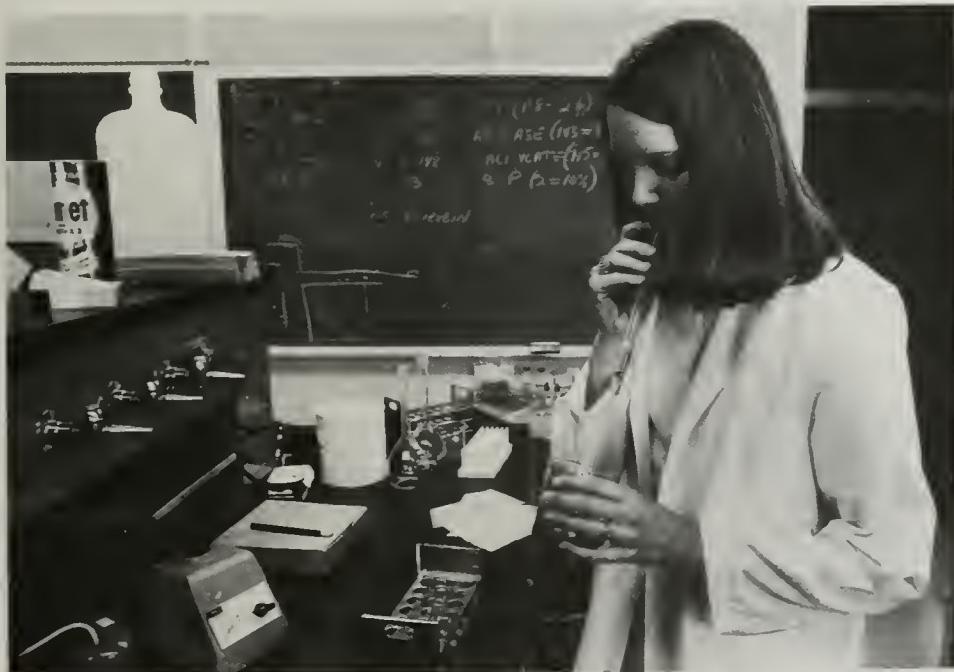
MED 161. Neurology. On this rotation, students learn about the presentation, evaluation, and management of patients with neurologic problems. The student develops an understanding of specialized history and physical techniques and diagnostic procedures, including electroencephalography, brain scan studies, pneumoencephalography, and central nervous system radiologic studies. Students also learn to relate supportively to patients whose symptoms may be frightening and/or have a serious prognosis. Time: 4 or 8 weeks. One or two courses. *Neurology Staff*

MED 162. Rheumatology. This course provides the student with an indepth exposure to rheumatologic disease. Students gain insight into the psychosocial adjustments necessitated by chronic, potentially disabling, disease. Students also gain familiarity with diagnostic procedures and therapeutic regimens, and learn how to do a meticulous and thorough joint examination. Time: 4 or 8 weeks. One or two courses. *Rheumatic and Genetic Diseases Staff*

MED 163. Dermatology. During this rotation students gain familiarity with major classes of dermatologic diseases, ranging from acute, self-limited problems to malignant conditions. Sensitivity to the negative effects of cosmetic disfigurement is stressed. Students gain experience with common diagnostic procedures and courses of treatment. Time: 4 or 8 weeks. One course. *Tindall and Dermatology Staff*

MED 165. Clinical Infectious Disease. During this four-week rotation, the student learns to approach patients presented with infectious diseases, to gather a data base from them, and to understand the manifestations of the illnesses and the rationale for therapy. One course. *Staff*

MED 191. Independent Study. This course is intended to allow students with particular interests in an area of internal medicine to structure a need-specific learning experience. Independent studies are arranged with the program staff and appropriate clinical faculty.



MICROBIOLOGY

MIC 101. Introductory Microbiology. An introduction to diagnostic microbiology covering such topics as microbial morphology, staining characteristics, growth requirements, diagnostic tests, and antibiotic susceptibility testing. The clinical aspects of such subjects as pyogenic cocci, gram negative sepsis and nosocomial infection, meningitis, venereal disease, enteric infection, anaerobic pathogens, tuberculosis, mycotic diseases, viral infections, and the use of antibiotics are also included. One-half course. *Osterhout*

OBSTETRICS AND GYNECOLOGY

OBG 150. Obstetrics/Gynecology. During this rotation students learn about the health, needs, and concerns of women. Students learn about pregnancy, including prenatal care and management of labor and delivery. The student is expected to be fully familiar with the normal course of pregnancy and with common complications in order to provide educated and sympathetic support for the prospective mother. Students will also gain experience with common gynecologic concerns including cancer detection, abnormal menstruation and bleeding, infections, and sexual dysfunction. Familiarity with the effectiveness, indications, and contraindications of various forms of contraception is a further objective. Time: 4-8 weeks. Two courses. *Staff*

OPHTHALMOLOGY

OPH 150. Ophthalmology. This is a four-week rotation reviewing the major ophthalmologic diseases. Through lectures, teaching rounds and learning special history and physical examination techniques, the student develops an expertise in determining visual fields, visual acuity, and oculotonometry. The principles of refraction and the many medical and surgical therapeutic regimens available for treating ophthalmologic disorders are included. The student is also required to participate in the routine care of ophthalmologic inpatients and outpatients. Two courses. *Staff*

PATHOLOGY

PTH 102. Histologic Technique and Interpretation. The student is presented with a wide background of knowledge in tissue and cell morphology and physiology. Emphasis is placed on cellular and subcellular structures which help develop tissue types. A synopsis of current concepts of ultrastructure is related to those of light microscopy. Students learn to evaluate and interpret, under light microscopy, those features which distinguish one tissue from another. The interrelationships between cytology, histology, and organology is stressed. One course. *Broda and Phipps*

PTH 107. Human Pathology. The general categories of disease processes will be presented through specific diseases of organ systems. Diseases will be selected for presentation because they epitomize individual etiologic categories, and/or because they occur so commonly in the general patient population that it is important for the student to understand how the abnormal processes are translated into clinical events. One course. *Widmann and Staff*

PTH 110-111. Systemic Pathology. Disease processes are studied via methods and techniques utilized in organ system dissection as they pertain to autopsy pathology specimens. Clinicopathologic correlation is stressed utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. One course. Prerequisites: PTH 102, 107, 200. *Staff*

PTH 112. Instrumentation. This lecture/laboratory course includes the study of the theory, techniques, functioning part, operation, and mathematics necessary for the application of instruments in the clinical chemistry laboratory. Examples of instruments discussed include the spectrophotometer, flame photometer, chromatograph, meters, continuous flow analyzer, centrifical analyzer, and discrete sample analyzer. A \$50 laboratory fee is anticipated. One course. *Bittikofer, Anderson, Wilderman, Hoover, and Lunn*

PTH 114. Medical Chemistry. This course deals with clinical chemistry as it relates to health and disease. Topics included are the body as an equilibrium system, organ systems in health and diseases, and the biochemical basis for, and chemistry of, diagnostic tests with discussions of utility, accuracy, and quality control. One course. *Anderson and Staff*

PTH 115. Laboratory Procedures. Principles of microscopy, colorimetry, analytical measurements, and spectrophotometry are presented. Students develop skills for performing routine hematologic and urinary analytic procedures. Discussion and lectures are concerned with physiologic derangements best examined by these techniques. A \$50 laboratory fee is anticipated. One course. *Widmann, Schmidt, and Staff*

PTH 120. Immunology and Immunohematology. A lecture/laboratory course presenting the immune response, both cellular and humoral, and the primary and secondary diseases which affect these systems. Other topics include the diagnostic and therapeutic implications of fungal, bacterial, and viral antibodies; the antigens of erythrocytes, leukocytes, and other tissue sites, and the spontaneously occurring and acquired antibodies to them; collection, processing, and storage of blood for transfusion purposes. A \$50 laboratory fee is anticipated. One course. *Widmann, Zwadyk, Klein, and Wells*

PTH 121. Blood and Body Fluids. This course will consider in lecture and laboratory sessions, primary and secondary hematologic diseases, with full consideration of clinical diagnostic procedures to identify and characterize disorders of erythrocytes, leukocytes, platelets, and hemostatic mechanisms. Physiologic alterations and clinical laboratory findings related to urine, cerebrospinal fluid, joint fluid, and effusions will be included. A \$50 laboratory fee is anticipated. One course. *Widmann and Schmidt*

PTH 122. Mycology/Parasitology. The mycology section presents a lecture/laboratory introduction to the medically significant pathogenic fungi, including morphology, laboratory identification, etiology of disease processes, and epidemiology. Lecture and correlative student laboratory sessions present information on epidemiology, life cycles, and identification procedures for the more common animal parasites which infect man. A \$50 laboratory fee is anticipated. One course. *Bumgarner, Jacobs, Proctor, and Wells*

PTH 124. Educational Techniques for the Health Professional and Seminar. The course is designed to prepare the student to communicate technical and theoretical material to students, peers, and other health professionals. Topics include basic principles of learning, teaching methodologies, educational taxonomy and terminology, writing behavioral objectives, learning resources, construction of self teaching materials, construction of evaluation tools for various learning environments, and construction and use of audiovisual aids. Culminating the course, each student chooses a topic and submits an entire plan for a learning experience, presenting the plan in a seminar period. One course. *Hurn, Schmidt, and Staff*

PTH 126. Laboratory Supervision and Management. Principles of group supervision including techniques of developing work patterns, designing laboratories, staffing laboratories, personnel relations, and equipment evaluation and procurement are presented. Cost analysis and inventory topics will be included. Review of federal regulations affecting clinical laboratories, personnel, and hospitals. One course. *Wilderman, Jacobs, and Staff*

PTH 132. Medical Microbiology. This course presents a lecture/laboratory introduction to the morphology and physiologic activities of bacteria, as well as functional aspects of viruses. Extensive consideration is given to microorganisms in the etiology of disease, the interaction of host and invader, the epidemiology of nosocomial infections, and the mechanisms of antimicrobial therapeutic agents. The laboratory sessions will develop beginning expertise in isolating and identifying commonly pathogenic organisms, and in the techniques required for bacterial propagation, antibacterial susceptibility assays, and environmental surveillance. A \$50 laboratory fee is anticipated. One course. *Klein, Zwadyk, Proctor, Tiosejo, and Jacobs*

PTH 151-152. Clinical Microbiology. Eight weeks of clinical education in diagnostic microbiology laboratories of both Duke and V.A. Hospitals. Prerequisites: PTH 132 and PTH 122 (PTH 151-152 and PTH 122 may be taken concurrently). A laboratory fee of \$50 is anticipated. One course. *Klein, Zwadyk, Proctor; Tiosejo; Course Coordinator: Jacobs*

PTH 153-154. Clinical Immunology-Serology. Eight weeks of clinical education is given in techniques and applications of principles in immunohematology and serology. Prerequisite: PTH 120. A laboratory fee of \$50 is anticipated. One course. *Widmann and Zwadyk; Course Coordinator: Wells*

PTH 155-156. Clinical Blood and Body Fluids. Eight weeks of clinical education in the study of blood, urine, and body fluid elements and measurements. Recognition of hematological, coagulation, and urinary pathologies is stressed, and clinical laboratory examination techniques are performed. Prerequisite: PTH 121. A laboratory fee of \$50 is anticipated. One course. *Widmann; Course Coordinator: Schmidt*

PTH 157-158. Clinical Chemistry. Eight weeks of clinical education and practical training in methodology and instrumentation in the clinical chemistry laboratories at Duke and V.A. Hospitals. Prerequisites: PTH 112 and PTH 114. A laboratory fee of \$50 is anticipated. One course. *Anderson and Bittikofer; Course Coordinator: Lunn*

PTH 160. Autopsy Technology. During this eight week on-the-job training period, students are introduced to autopsy dissection techniques and general anatomical pathology protocol. They learn various dissection techniques and the proper procedure for completing autopsy cases. These include evisceration, organ block dissection, tissue preparation for histology, microscopic evaluation, and final protocol completion. Prerequisites: PTH 102, 107. One and one-half course. *Broda and Phipps*

PTH 161. Medical Photographic Technology. This course offers the student, through lecture and practical assignments, basic photographic theory and principles including lighting, optics, photochemistry, camera handling techniques, color film selection, exposure determinations, and film processing as applied to pathology. The student will be given the opportunity to become proficient in such technical aspects as developing and preparation of developing materials, printing of photographs, lighting and background techniques, photographing of specimens, both *in situ* and *in display*, and photomicrography. One course. *Mitchell and Greenwood*

PTH 164. Clinical Diagnostic Methods. The course is designed to instruct the student in technical and clinical laboratory procedures which are utilized in the diagnosis of disease. Emphasis is placed upon selection and interpretation, rather than the performance of the various procedures. One course. Prerequisites: PTH 107, 110, and 200. *Staff*

PTH 165-166. Surgical Pathology. During this two-semester course, students are instructed in gross pathology as it pertains to surgical specimens. Gross and microscopic findings are correlated with clinical observations while the student learns the procedural handling of selected specimens. The program of study will consist of lectures, demonstrations, and laboratory work. Two courses. Prerequisites: PTH 107, 110, and 200. *Vollmer and Staff*

PTH 167. Autopsy Practicum. The course is designed as a practical rotation on the autopsy service, the student participating in necropsy dissections with the resident staff. Emphasis is placed on student participation in both the technical and academic aspects of the autopsy. Also required are attendance and participation in all departmental conferences concerning gross autopsy pathology. One and one-half courses. Prerequisites: PTH 107, 160, and 200. *Adams and Staff*

PTH 183. Special Autopsy Techniques and Procedures. The course is designed to teach the special technical skills used in modified necropsy procedures (i.e., en bloc cervical spine removal, postmortem coronary arteriography, en bloc pituitary-sella turcica). Emphasis is placed on the student becoming proficient at techniques which demonstrate or preserve various aspects of gross pathology. The program of study will include seminars, demonstrations, and preparation of museum teaching specimens. One course. Prerequisites: PTH 107, 160, and 200. *Broda and Phipps*

PTH 196. Student Autopsy Seminar. Students share interesting autopsy and surgical pathology cases encountered in their practical rotations by making lecture-slide presentations to their peers. Emphasis is placed on learning through literature research, and experience is provided in giving oral presentations. One-half course. Prerequisites: PTH 165, 167. *Broda and Phipps*

PTH 200. Pathology. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures consisting of broad concepts of disease processes are presented by senior faculty and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in post-mortem studies and present cases in clinical-pathologic conferences under the direction of the staff. Prerequisites: PTH 101, 102, 107. *Staff*

Elective Courses

Qualified senior students, in the Pathologist's Assistant Program, who have successfully completed PTH 107 and PTH 200 may choose elective classes in specialized areas of pathology with the approval of the faculty member responsible for the course. In addition, selected courses from the Medical Technology Program may be elected subject to faculty approval.

PEDIATRICS

PED 150. Community Pediatrics. The major objective of this rotation is to provide students with an overview of community pediatric practice. Students



will gain familiarity with normal growth and development and developmental evaluation; pediatric preventive medicine; and evaluation and management of common childhood illnesses. Special emphasis is placed on communication skills and relating sensitively to both children and parents. Each student will spend time in the newborn nursery and be involved with hospitalized patients. Time: 4-8 weeks. One or two courses. *Rourk and Staff*

PED 152. Intensive Care. A four-week rotation that acquaints the student with the acute and intensive care required for patients who have undergone major and complex surgical procedures, suffered massive and severe trauma involving multiple organ systems, or experienced sudden cardiorespiratory collapse or other life-threatening medical crises. Emphasis is placed on ventilatory assistance, cardiopulmonary resuscitation, fluid and electrolyte replacement, and acid-base balance under resident physician supervision. Prerequisite: PED 150. One course. *Staff*

PED 153. Pediatric Chest and Allergy. During this four- or eight-week rotation the student is taught to obtain a complete history and physical examination with emphasis on the allergy data base and the structure of the family. Students gain understanding of the impact of chronic illness on children and their families. They gain an understanding of home care programs and are able to alter them to fit a family's ability and resources. The student carries out appropriate diagnostic procedures and assesses the results for children with pulmonary disease. One or two courses. *Staff*

PED 154. Full Term Nursery. During this four- or eight-week rotation the student learns to collect the maternal history accurately and completely; to recognize those maternal conditions imposing risks on the full term infant; to collect samples for newborn screening laboratory exams; to examine a full-term infant and distinguish those who are abnormal from those who are normal; and to give cogent instructions to mothers and fathers regarding home care of the infant. One or two courses. *Staff*



PED 191. Independent Study. This rotation allows students with a particular interest in an area of pediatrics to construct their own need-specific learning experience. Pediatrics 191 is arranged with the program staff and appropriate clinical faculty.

PHYSIOLOGY

PHS 102. Basic Human Physiology. A lecture/demonstration course in which the functions of major organ and tissue systems and their contributions to total body homeostasis in health and disease are discussed. The interpretation of laboratory findings in view of known physiological parameters and the communication, using appropriate terminology, of these findings to physicians and other health care professionals as well as to the patient and the patient's family is stressed. One course. *McHale and Staff*

RADIOLOGY

RAD 101. Introductory Radiology. A review of roentgen anatomy and an introduction to the uses of radiology in the care of patients. Students learn the correlation between radiology and basic clinical concepts. One-half course. *Thompson and Staff*

SURGERY

SUR 101. Basic Surgical Principles. An introduction to basic surgical principles and the fundamentals of aseptic technique needed in the preparation of the operative site and draping of the sterile field. Students learn the basic principles of preoperative and postoperative management. One-half course. *Kenan, Toth, and Staff*

SUR 150. General Surgery. An eight-week rotation that exposes the student to a great variety of clinical problems, crossing, at times, many so-called specialty lines. Emphasis on the gastrointestinal tract, general trauma, endocrine tumors,

peripheral vascular reconstructions, congenital and pediatric surgical problems are included in this rotation. Basic surgical principles, as well as insights into many of the surgical specialties, can be learned on this service. Preoperative diagnostic principles and postoperative management are emphasized. The most attractive feature of the rotation is the great diversity of surgical problems encountered. Two courses. *Staff*

SUR 151. Surgical Outpatient/Emergency. During this rotation the student comes in contact with a large number of ambulatory patients in order to provide experience and familiarity with the screening procedures and methods used to diagnose and treat outpatients. The student gains additional experience in problem-focused history-taking and physical examinations in a manner consistent with intensive care visits; evaluates the return patient and observes the clinical course over a period of time. Confidence and facility are gained in the necessary laboratory and diagnostic procedures required to manage patients in this setting. Time: 8 weeks. Two courses. *General and Thoracic Surgery and Staff*

SUR 152. Intensive Care. During this experience the student learns to recognize patients requiring intensive medical care; operates and maintains life-monitoring equipment, understands and evaluates fluid electrolyte replacement and acid-base balance; and in cardiopulmonary resuscitation and ventilatory assistance. This experience may be gained on the respiratory care unit, medical care unit, intensive care nursery, surgical acute care unit, and pulmonary function-inhalation therapy. One course. *Staff*

SUR 153. Cardiothoracic Surgery. During this rotation, the student learns to perform a detailed history and physical examination with special emphasis on the cardiothoracic system. With special help from the resident and senior staff and through reading, the student should be able to appreciate special diagnostic procedures such as angiograms, pulmonary function studies, etc. In the operating room, the student will assist and follow the conduct of various open-heart and other major thoracic procedures. The resident, senior staff, and student will participate in the management of complex problems such as various arrhythmias, shock, fluid and electrolyte imbalance. One course. *Cardiothoracic Surgery Staff*

SUR 155. Surgical Acute Care Unit. During this rotation the student is acquainted with the postoperative care of patients who have undergone surgical procedures or suffered massive and severe trauma involving multiple organ systems. Special emphasis is centered on ventilatory assistance problems, open-heart cases, neurosurgical problems and massive trauma cases. The variety of the patients and the diversity of the problems that exist on the unit give the student a broad insight into surgical postoperative management. The student should strive for an understanding of the pathophysiology and physiology. One course. *Cardiothoracic Division Staff*.

SUR 156. Otolaryngology. During this rotation students will learn to evaluate problems related to the ear, nose, and throat. Experience will include both ambulatory and hospitalized patients. Students will gain familiarity with various diagnostic and therapeutic procedures and will have an opportunity to follow patients over a period of time. One or two courses. *Otolaryngology Division and Staff*

SUR 157. Plastic Surgery. During this course students gain familiarity with patients requiring plastic repair, including burn patients, patients with facial anomalies and maxillofacial neoplasms. The course objectives include an understanding of preoperative and postoperative care, recording the initial history and

physical examination, and ordering indicated laboratory tests and studies. It is hoped that the student will learn to respond sensitively to the emotional needs of this group of patients. Time: 4 to 8 weeks. One or two courses. *Plastic Surgery Division and Staff*

SUR 160. Urology. During this rotation, students learn about urologic disease. Students participate in the care of clinic and hospitalized patients with common urologic problems and take part in initial evaluations, diagnostic procedures, surgery and acute and long-term follow-up care. Time: 4 to 8 weeks. Two courses. *Division of Urology*

SUR 161. Neurosurgery. During this eight-week rotation the student is provided with a working understanding of the problems unique in the diagnosis, treatment, and management of the neurosurgical patient. The student may gain experience in the operating room by assisting with the patient, with instrumentation, and with the operative procedures. A working knowledge is gained of diagnostic techniques such as carotid arteriograms, electroencephalograms, ventriculograms, spinal taps, etc. Experience and knowledge in emergency room techniques and management of acute neurosurgical injuries (GSW, blunt head trauma, acute quadriplegia, hemiplegia, etc.) is included. Two courses. *Division of Neurosurgery*

SUR 162. Orthopaedic Surgery. Students gain familiarity with the evaluation and management of common orthopaedic problems at the primary care level, including soft tissue injuries, fractures, arthritis, and low back pain. Students will learn the mechanism for applying different types of traction, how to apply splints and casts and how to provide emergency care for acute trauma. Time: 4 to 8 weeks. One or two courses. *Orthopaedic Division*

SUR 191. Independent Study. This rotation allows students with a particular interest in an area of surgery to construct their own need-specific learning experience. Surgery 191 is arranged with the program staff and appropriate clinical faculty.

Graduate Degree Programs





The Graduate School of Duke University awards a Master of Health Administration degree to students who complete the program in Health Administration and a Master of Science degree to students who complete the program in Physical Therapy. Both Health Administration and Physical Therapy are departments in the Graduate School and additional information, including courses of instruction, may be found in the *Graduate School Bulletin* which is available through the Office of Admissions, Graduate School, Duke University, Durham, North Carolina 27706. Graduate programs are also integral parts of Duke University Medical Center.

Health Administration

Associate Professor: B. Jon Jaeger, Ph.D., *Chairman, Department of Health Administration*

Professors: Montague Brown, D.P.H.; David G. Warren, J.D.

Associate Professors: Barbara P. McCool, Ph.D.; Wilma Minnear, M.S.; Louis E. Swanson, A.B.

Assistant Professors: Mary M. Blanks, M.H.A.; Thomas J. Delaney, M.S.; David J. Falcone, Ph.D.; Donald S. Smith, M.H.A., *Director of Graduate Studies*; D. Michael Warner, Ph.D.

Associate: David P. Hunter, M.P.H.

Research Associate: David L. Cusic, M.P.H.

Adjunct Professor: Arnold D. Kaluzny, Ph.D.

Adjunct Associate Professors: Elizabeth J. Coulter, Ph.D.; Richard H. Peck, M.H.A.

Adjunct Assistant Professor: Jeff H. Steinert

Lecturer: Robert G. Winfree, M.H.A.

The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably, public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 50,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930. For further information write to the Graduate School (Health Administration), 127 Allen Building, Duke University, Durham, North Carolina 27706.

Financial Aid. A limited number of merit scholarships are offered through the department. All other aid is on the basis of demonstrated financial need as described in Student Aid on page 3.

Physical Therapy

Professor: Robert C. Bartlett, M.A., *Chairman*

Associate Professors: Eleanor F. Branch, Ph.D., *Director of Graduate Studies*; Elia E. Villaneuva, M.A.

Assistant Professors: Elaine M. Eckel, M.A.; Grace C. Horton, B.S.

Associates: Nancy Stafford, B.S.; Kathy Zeitschel, M.M.S.; Marjory Cannon, M.M.S.; Linda K. George, Ph.D.; Mary M. Huse, Ph.D.

Professor Emeritus: Helen L. Kaiser, P.T.

Adjunct Assistant Professor: Marcia Roses, M.A.

The Duke University Graduate Program in Physical Therapy, leading to the Master of Science degree, is a program for entry into the profession of physical therapy. The program is designed to provide a comprehensive foundation in the art and science of physical therapy, preparing individuals for clinical practice. Experiences in the areas of administration and research are also provided. Students may arrange their curricula to allow for the development of teaching skills.

Program of Study. The fully accredited program of study requires fifty-two credit units of graduate course work, research, clinical affiliation, or other equivalent academic experience, and is twenty-two consecutive months in length. Thirty-nine units of work must be in physical therapy, seven units in designated courses in anatomy and physiology, and the remaining six units in electives in related fields. An original research project is required which provides the opportunity to pursue a particular aspect of physical therapy in depth.

Curriculum. Students must complete the following:

First Year

Fall Semester

PT 201	Physical Therapy Seminar
PT 217	Physical Therapy Dynamics I
PT 230	Physical Evaluation and Instrumentation
PT 301	Introduction to Scientific Inquiry
ANA 305	Gross Anatomy
ANA 309	Neuroanatomy

Spring Semester

PT 218	Physical Therapy Dynamics II
PT 231	Physical Evaluation and Instrumentation
PT 234	Introductory Psychology
PT 236	Medical Sciences
PT 240	Prosthetics and Orthotics
PHS 220	Physiology of Exercise

Summer Semester

PT 243	Directed Clinical Experience in Physical Therapy
PT 341	Advanced Seminar

Second Year

Fall Semester

PT 220	Physical Therapy Dynamics III
PT 297	Special Topics in Physical Therapy
PT 332	Administration of Physical Therapy Services
Plus six credit hours of electives	

Spring Semester

PT 244	Directed Clinical Experience in Physical Therapy
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Prerequisites for Admission. Requirements for admission are a baccalaureate degree and completion of prerequisite courses, although provisional ac-



ceptance can be approved if the major portion of the prerequisites have been completed at the time of application; final approval will depend upon satisfactory completion of the prerequisites before enrollment. A total of eight courses or the equivalent of thirty semester hours is required in the field of natural science including two to four courses in the biological sciences, with a course in physiology of human systems required; two to four courses in chemistry; and at least one course in physics. A total of five courses is required in the fields of social science and humanities, of which two must be in psychology. In addition, a course in introductory statistics is required.

Application Procedures. Applications must be submitted by the dates indicated in parentheses below of the year for which admission is requested, and must contain the following:

1. A completed Graduate School application form, which includes a nonrefundable fee of \$15 (deadline February 1);
2. Two official transcripts from each institution of higher learning attended;
3. Test results from the Educational Testing Service on the Aptitude Test of the Graduate Record Examination; and
4. Three letters of recommendation, at least two of which should be from professors in the major field of study (deadline March 1).

Requests for applications and further information should be directed to the Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, North Carolina 27710.

Tuition and Expenses. The tuition for students enrolled in the Physical Therapy Program is \$117 per credit unit. Estimated cost for the two-year program is approximately \$14,000, including tuition and living expenses.

Financial Aid. All students are encouraged individually to seek sources of financial assistance. A limited number of traineeships for physical therapy students are available, pending federal funding, and are awarded to students who have been accepted or who are currently enrolled in the program. Loan money is available through the Duke University School of Medicine. Financial aid applications are mailed to students after acceptance into the program. See the section on Student Aid on page 3.

Certificate Programs





Duke University Medical Center has responded to the increased need for qualified individuals at all levels in the health care system by developing educational programs designed to equip people for a variety of positions. These programs, which vary in admission requirements and length of training, offer students both clinical and didactic experience. Graduates of these programs are awarded certificates.

Clinical Psychology Internship

The Division of Medical Psychology, Department of Psychiatry, Duke University Medical Center, offers internship training in clinical psychology to pre-doctoral clinical psychology graduate students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training provides experience in the traditional activities of clinical psychologists: assessment, consultation, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Requests for additional information and correspondence concerning admission to the program should be directed to the Director, Clinical Psychology Internship Program, Box 3903, Duke University Medical Center, Durham, North Carolina 27710.

Cytotechnology

Professor: William W. Johnston, M.D., *Director, Cytotechnology Program*

Associate Professor: Edward H. Bossen, M.D., *Associate Director*

Associate: Patricia R. Ashton, A.B., CT(ASCP), *Educational Coordinator*

Teaching Staff: Rosiland M. Wallace, A.B., CT(ASCP), *Teaching Supervisor*

Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examination given by the Board of Registry of the American Society of Clinical Pathologists.

Program of Study. The twelve-month program beginning in early September consists of two parts: the first half is primarily devoted to theoretical and

practical exercises in the techniques of exfoliative cytology and interpretation of the clinical material; the last half is composed of laboratory training in all aspects of exfoliative cytology.

Prerequisites for Admission. All applicants shall have completed two years (sixty semester hours or ninety quarter hours) of academic education in an accredited college or university before being accepted into this school. This preparatory work must include a minimum of fourteen semester hours or twenty-one quarter hours of biology. These may include courses in general biology, bacteriology, parasitology, physiology, anatomy, histology, embryology, zoology, and genetics. An applicant presenting a baccalaureate degree from an accredited college or university must have completed the biology requirements before admission. Biology credits earned more than seven years prior to application must be updated by taking three additional semester credits related to cell biology within a period of time not to exceed twelve months prior to admission. Priority will be given to individuals with a Bachelor of Science or Bachelor of Arts degree or to ASCP registered medical technologists.

Application Procedures. Applications must be submitted by April 1 of the year for which admission is requested and must contain the following:

1. A completed application form including a \$25 nonrefundable fee;
2. Official transcripts from all colleges or professional schools attended;
3. One copy of all transcripts which must be submitted by the applicant to the National Accrediting Agency for Clinical Laboratory Sciences for approval;
4. Two letters of recommendation from individuals acquainted with the applicant's educational or professional experience; and
5. A personal interview prior to final acceptance.

All applicants will be notified by May 1 regarding admission to the program. Requests for further information and application forms should be directed to the Director, Cytotechnology Program, Department of Pathology, Duke University Medical Center, Durham, North Carolina 27710.

Laboratory Fees. On notification of acceptance, students are required to pay a nonrefundable registration fee of \$25. This fee will be applied towards the year's laboratory fee of \$1,000.

Financial Aid. See the section on Student Aid.



Electrophysiological Technology

Medical Director: W. P. Wilson, M.D.

Program Director: W. P. Wilson, M.D.

Instructional Staff: C. W. Erwin, M.D., *Associate Professor*; P. Hope, RET; Ann Lininger, RET;
Linda Ollis, RET; Victor Hope, RET; and Laboratory Staff

In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the inservice training program begun in 1955 at the Durham V.A. Hospital. Every year the laboratories in the Medical Center perform over 4,000 examinations including investigative procedures during brain surgery. Ten students are accepted into the program in July. Upon successful completion of this twelve-month program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists.

Program of Study. The first six months of this program are designed to instruct the student in basic neurosciences and electronics, as well as the use of electrophysiological recording equipment. The second six months consists of advanced instruction in instrumentation and electrophysiological recording techniques.

Prerequisites for Admission. All applicants must have a high school diploma. Applicants who had a science-oriented high school curriculum and applicants with some college experience will receive priority.

Application Procedures. Applications must be submitted by April 1 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Results of the Scholastic Aptitude Test;
3. Three letters of recommendation, one from an individual acquainted with the applicant's character and the others from those acquainted with the applicant's education or professional experience;
4. A personal interview is required.

All applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to: Director, EEG Laboratory, Box 3838, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. A fee of \$600 is required of all students enrolled in the program. An additional nonrefundable fee of \$20 for processing the application, payable to Duke University Medical Center, must accompany the application.

Courses of Instruction. Students must complete the following courses:

	Didactic Courses	Laboratory Courses
	Hours	Hours
Technical EEG	15	120
Clinical EEG	74	120
Biomedical Instrumentation	18	6
Neurosciences	40	0
Radiologic Scan	2	6
Angiography	1	3
Pneumoelectroencephalography	1	3
Inhalation Therapy	2	3
Audiometry (Elective)	4	20
Electrocardiography (Elective)	10	24

The practicum will consist of supervised instruction and practical experience in the EEG Laboratory at Duke, the V.A. Hospital, Durham County General Hospital, and The V.A. Epilepsy Center. This will comprise about 1,400 hours of supervised practice.

Financial Aid. See the section on Student Aid, page 3.

Health Administrator's Management Improvement Program

Associate Professor: B. Jon Jaeger, Ph.D. *Chairman, Department of Health Administration*
Professors: Montague Brown, D.P.H.; David Warren, J.D.

Associate Professors: Barbara P. McCool, Ph.D.; Wilma A. Minniear, M.S.; Louis E. Swanson, A.B.

Assistant Professors: Mary M. Blanks, M.H.A.; Thomas J. Delaney, M.S.; David J. Falcone, Ph.D.; Donald S. Smith, M.H.A., *Director of Graduate Studies*; D. Michael Warner, Ph.D.

Associate: David P. Hunter, M.P.H.

Research Associate: David L. Cusic, M.P.H.

Adjunct Professor: Arnold D. Kaluzny, Ph.D.

Adjunct Associate Professors: Elizabeth J. Coulter, Ph.D.; and Richard H. Peck, M.H.A.

Adjunct Assistant Professor: Jeff H. Steinert

Lecturer: Robert G. Winfree, M.H.A.

The Health Administrator's Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing health administrators who have not completed formal university-based education in health administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of hospitals or other health organizations with a minimum of time away from the job. A certificate is awarded for successful completion of the program.

Program of Study. All classroom sessions in this one-year program are held on the Duke University campus. The program consists of an initial one-week session, two-day sessions each month for eleven consecutive months, and a concluding one-week session, or a total of thirty-two full days on campus over a thirteen-month period. The HAMIP curriculum includes a structured home study program as well as lectures, seminars, and classroom work sessions while at the University. For each session there are assignments to be completed at home prior to class as well as follow-up work on the topics which have been discussed during the class session.

Prerequisites for Admission. All applicants must currently be employed in health organizations. Administrators, assistant administrators, and candidates for such positions in health organizations will be eligible to attend. No one holding a master's degree in hospital administration will be eligible for admission. Formal academic preparation is not a prerequisite. Priority is given to applicants from North and South Carolina; however, applicants from other states may be accepted. Students will be selected on the basis of two criteria: how much they can benefit from the program, and how much the student's participation in the program will help the organization which employs the student.

Admission Procedures. Applications must be submitted by June 15 of the year for which admission is requested and applicants will be notified by July 1 regarding their admission. Forms may be obtained from Coordinator, Health Administrator's Management Improvement Program, Box 3018, Duke University, Durham, North Carolina 27710.

Registration Fees and Expenses. Tuition for the program is \$1,750 which



includes all required instructional materials. Upon acceptance, \$1,000 is required; the remainder must be paid when the program formally begins.

Financial Aid. Scholarship assistance may be available to students.

Hospital and Clinical Pharmacy Residency

Director: Milton W. Skolaut, B.S.

Assistant Director: E. Clyde Buchanan, M.S.

Chief, Inpatient Services: James C. McAllister, M.S.

Chief, Education and Clinical Services: Andrew Finn, Pharm.D.

Associate: William H. Briner, B.S., *Director of Radiopharmacy Laboratory*

Residency Program. The Hospital and Clinical Pharmacy Residency is a twelve-month postbaccalaureate program conducted by the Department of Pharmacy at the Duke University Medical Center. The residency is designed to give the graduate pharmacist experience in the administrative aspects of hospital pharmacy management and to offer advanced training in clinical pharmacy practice. Management of modern drug distribution systems, such as unit-dose drug dispensing, admixture, and hyperalimentation systems is emphasized. Competency in clinical practice and the strengthening of leadership capabilities are also stressed in the residency.

Admission Standards. A resident must be a graduate of a pharmacy school and hold a B.S., M.S., or Pharm.D. degree. The resident must have demonstrated good academic and leadership capabilities. It is preferable that the applicant have previous hospital pharmacy experience.

Application Procedures. Applications must be submitted by December 15 of the year for which admission is requested and include the following:

1. Personal interview, to be arranged by appointment;
2. Official transcript from pharmacy school and other professional programs attended;
3. Completed Duke University Medical Center employment and Allied Health Division application forms; and
4. Letters of recommendation from at least three persons having known the applicant in a professional way (i.e., a professor, dean, pharmacist, or physician).

Applicants will be notified by March 15 regarding admission to the program.

Stipend. A stipend of \$10,000 is granted for the twelve-month residency.

Nuclear Medicine Technology

Professor: Jack K. Goodrich, M.D., Director, Division of Nuclear Medicine

Educational Director: Elizabeth C. Blackburn, M.Ed., NMT(AART)

Associate Professors: C. Craig Harris, M.S.; Robert H. Wilkinson, Jr., M.D.; Joseph B. Workman, M.D.

Assistant Professor: William H. Briner, B.S., Pharm.

Associates: Fred P. Bruno, M.S.; Conrad Knight, B.S.

Technical Supervisor: E. D. Flowers, R.T., N.M.T.

Additional instruction is provided by the nuclear medicine residents and technical staff.

In the fall of 1967 the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full year program in nuclear medicine technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and ASCP registry examinations in nuclear medicine technology.

Program of Study. The program consists of twelve months of instruction and clinical training. The first three months are spent in courses involving both didactic and laboratory instruction. The following nine months are spent in an internship. The student rotates through clinical areas in the Duke University and the Durham V.A. hospitals.

Prerequisites for Admission. Applicants must be registered or registry-eligible radiologic technologists, medical technologists, or have an Associate of Arts/Science or Bachelor of Arts/Science degree from an accredited college. Due to the pace and scope of the subject matter presented, it is strongly recommended that students review the following areas prior to entry into the program: mathematics (arithmetic and algebra), general biology, chemistry, and physics.

Application Procedures. Applications must be submitted by March 1 of the year for which admission is requested and must contain the following:

1. A completed application form (a \$20 application fee must accompany this form);
2. Official transcripts from all high schools, colleges, or professional schools attended;
3. Results from any standardized aptitude tests, such as PSAT, SAT, and ACT taken by the applicant;
4. Three letters of recommendation from business or professional men and women, not related to the applicant, but who are acquainted with the applicant's educational or professional experiences; and
5. A personal interview is desirable, but not required.

All applicants will be notified by April 1 regarding admission to the program. Requests for further information and application forms should be directed to the Program Director for Nuclear Medicine Technology, Allied Health Education Building, Veterans Administration Hospital, Durham, North Carolina 27705.

Registration Fees and Expenses. Accepted candidates must pay a course fee of \$500 which is due by April 15. Students enrolled in this program do not pay the full Duke University tuition. Students must furnish their own uniforms;

however, laboratory coats are provided by the program. In addition, books, supplies, and laboratory fees will cost approximately \$80.

Financial Aid. After successfully completing the first three months of course work, all students will be paid a modest monthly stipend from Duke University Hospital for the remaining nine months of the program. See the section on Student Aid in this Bulletin.

Courses of Instruction. Students must complete the following courses.

Title	Hours
Orientation	15
Anatomy/Physiology/Pathology	70
Mathematics Review	30
Nuclear and Radiation Physics	80
Instrumentation (including Computer Application)	100
Clinical Application	80
Radiopharmaceutical Science	60
Radiation Protection	15
Administrative Techniques	15
Radiation Biology	15
Independent Study	15
Student Seminars	5
Total	500

In addition, assigned experience in clinical procedures will total 1,400 hours.

Nurse Anesthesia

Professor: Merel H. Harmel, M.D., Chairman, Department of Anesthesiology

Assistant Professor: Donald Hooper, M.D., Adviser

Director: Mary B. Campbell, CRNA

Director of Education: Lawrence R. Stump, B.S.N., CRNA

Instructors: Mary M. Gardner, CRNA; Leola Glenn, CRNA

Additional instruction and supervision is provided by the attending anesthesiologists and the staff nurse anesthetists.



In 1931 Duke University Medical Center's Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists.

Program of Study. The program beginning each fall requires twenty-four months of training with the major portions of basic theoretical instruction given during the first two semesters. After twelve weeks, students begin clinical practice while continuing their didactic studies. Most of the second year is concerned with clinical anesthesia. It is during this time that the students begin to work with cases which require more skill. Seminars are held twice a week and review examinations are given monthly.

Prerequisites for Admission. All applicants must be registered nurses. Priority is given to those with a year or more experience in acute care nursing. Applicants are selected from baccalaureate, diploma, and associate degree programs in nursing.

Application Procedures. Applications must be submitted by February 1 for fall admission. The following are necessary to complete application procedures:

1. A completed application form, including a photograph;
2. Official transcripts from all nursing schools attended;
3. Four references; and
4. A personal interview.



Applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to the Director, Anesthesia Program, P.O. Box 3094, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. A course fee of \$500 per year is required of which \$50 is a deposit; the remainder must be paid at the time of enrollment. Books will cost approximately \$275 and miscellaneous expenses average \$50.

Financial Aid. A stipend may be paid. In addition, scholarships are available to nurses registered in North Carolina. See the section on Student Aid described on page 3.

Courses of Instruction. Students must complete courses in the following:

Typical Course Sequence

Semester I (fall)

NA 100	Anatomy and Physiology for the Nurse Anesthetist
NA 105	Chemistry and Physics for the Nurse Anesthetist
NA 110	Cardiorespiratory Physiology
NA 120	Fundamentals of Anesthetic Practice
NA 140	Introduction to Pharmacology for the Nurse Anesthetist
NA 160	Introduction to Clinical Anesthesia
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Semester II (spring)

NA 150	Pharmacology of Anesthetic Agents
NA 130	Fundamentals of Anesthetic Practice II
NA 170	Introduction to Clinical Anesthesia
NA 200	Clinical Anesthesia Rotation (orthopaedics)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Summer I

NA 210	Clinical Anesthesia Rotation (neurosurgery)
NA 190	Special Problems in Anesthesiology

Summer II

NA 220	Clinical Anesthesia Rotation (thoracic-cardiovascular)
NA 180	Anesthesia Seminar

Semester III

NA 230	Clinical Anesthesia Rotation (general surgery)
NA 240	Clinical Anesthesia Rotation (obstetrics and gynecology)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Semester IV

NA 250	Clinical Anesthesia Rotation (urology)
NA 260	Clinical Anesthesia Rotation (plastic-maxillofacial surgery)
NA 180	Anesthesia Seminar
NA 190	Special Problems in Anesthesiology

Summer III

NA 270	Clinical Anesthesia Rotation (otolaryngology)
NA 180	Anesthesia Seminar

Summer IV

NA 280	Clinical Anesthesia Rotation (ophthalmology)
NA 190	Special Problems in Anesthesiology

Operating Room Technology

The Operating Room Technology Program is a year-long course which begins in September. The program includes instruction in anatomy and physiology, aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor, and during the clinical phase of training students work directly with the surgical team, scrubbing and circulating. Upon completion of the course, a certificate is awarded.

Expenses. Books will cost approximately \$35 and the tuition is \$25, payable on admission.

Prerequisites for Admission. Applicants must be eighteen years old, high school graduates or equivalent, and in good physical and mental health. Requests for further information and application forms should be directed to the Program Coordinator, Operating Room Technology, Durham Technical Institute, 1631 Lawson Street, Durham, N. C. 27703.

Pastoral Care and Counseling

Assistant Professor: John C. Detwiler, B.D., Th.M., *Director of Clinical Pastoral Education Programs*

Assistant Professor: P. Wesley Aitken, B.D., Th.M.

Professor: Richard A. Goodling, B.D., Ph.D.

Instructor: Peter G. Keese, S.T.B.

Associate Professor: Paul A. Mickey, B.D., Ph.D.

A graduate program in pastoral care and counseling is available to clergy and sympathetic laity of all religious groups. There are four program options: a single unit of Clinical Pastoral Education, an internship, a residency, and a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling, to enhance their skills as parish clergy, or to broaden their understanding. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc.

Program of Study. For the internship, usually beginning in June and lasting twelve months, four units of Clinical Pastoral Education (CPE) with the ACPE are granted. Classroom studies are interspersed through the clinical phase of training by conferences and courses offered in the Medical Center and the Divinity School.

Prerequisites for Admission. Applicants to the internship must possess a college degree or its equivalent and have completed at least two years of theological education or its equivalent. Usually completion and supervisor's evaluation of one certified unit of CPE (basic unit) is required.

Application Procedures. Applications must be submitted by February 15 of the year for which admission is requested and must contain the following:

1. A completed application form and its supplementary materials;
2. A personal interview with the supervisory and teaching staff.

All applicants will be notified by April 1 regarding admission to the basic program. Requests for application and further information about any of the programs should be directed to the Director, Pastoral Care and Counseling Programs, Box 3112, Duke University Medical Center, Durham, North Carolina 27710.



Registration Fees and Expenses. Individual units of training will cost \$200. The fee is payable to the Chaplains Service at the beginning of each unit of training. Students who are taking CPE as part of the master's degree program of the Divinity School will be charged tuition by the Divinity School instead of the \$200 fee for the fall, winter, and spring quarters. Upon acceptance, a deposit of \$25 is required, but it will be deducted from the fees at the beginning of the program.

Financial Aid. A limited number of training stipends are available—\$3,420 for the internship and \$5,400 for the residency and \$6,000 for the fellowship. No stipends are available for the single unit of training.

Physician's Associate

A limited number of students who are not eligible for admission to the Bachelor of Health Science degree, but who possess outstanding credentials in a health care field, are accepted into the certificate program. The two-year program, including tuition, is the same as that described previously. Students are issued a Duke University undergraduate identification card and are granted the same privileges as the physician's associate students in the Bachelor of Health Science degree program. Prerequisites for admission differ in that applicants not planning to receive the degree may not necessarily fulfill the lower division requirements for transfer students to Duke University. In all other respects the prerequisites are the same, including a college level course in both chemistry and biology.

Radiologic Technology

Associate Professor and Medical Director: Thomas T. Thompson, M.D.

Technical Director: Cynthia C. Easterling, B.S., R.T.

Clinical Instructor: Cynthia Lawton, B.S., R.T.

Clinical Coordinator: Marie W. Stone, R.T.

The Radiologic Technology Programs at the Duke University Medical Center and the Veterans Administration Hospital offer beginning and postgraduate education.

RADIOLOGIC TECHNOLOGY CERTIFICATE PROGRAM

A maximum of twelve students is admitted each July for the two-year radiologic technology certificate program. Each student receives both academic and clinical training in all aspects of the field. After successful completion of the program, the student is eligible to take the national board examination sponsored by the American Registry of Radiologic Technologists.

Program of Study. The course of study follows the approved syllabus of the American College of Radiology and the American Society of Radiologic Technologists. The number of hours devoted to most subjects generally exceeds the basic minimum requirements.

Class lectures are scheduled on a full-time basis from July through September of the entering year. During the succeeding months of the program, classes are held on Monday through Friday afternoons with the exception of the summer months. The remainder of the program involves a series of clinical rotations in all aspects of technological activity, under the supervision of clinical instructors, full-time registered radiologic technologists, senior staff radiologists, and resident radiologists. Periodic examinations are given to evaluate progress. Full-time attendance is mandatory in both classroom and practical work. Saturday and Sunday as well as week-night emergency call will be required on a rotational basis.

Prerequisites for Admission. All applicants must have a diploma from an accredited high school or its equivalent.

Application Procedures. The following are necessary to complete application procedures:

1. A completed application form, including a recent photograph and a non-refundable fee of \$20;
2. Official transcripts from all high schools, colleges, or professional schools attended;
3. Scholastic Aptitude Test scores from the College Entrance Examination Board;
4. Three letters of recommendation from persons not related to the applicant; and
5. A personal interview is requested.

Requests for further information and application forms should be directed to Cynthia Easterling, Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. There is a nonrefundable registration fee of \$20. A course fee of \$500 per year is charged. In addition, books and supplies will cost approximately \$175.

Financial Aid. There are no stipends. However, part-time employment in ancillary areas may be available in the Department of Radiology of the Duke Medical Center and the V.A. Hospital. A student should not expect to be employed during the first two months of the program and following that period should not be employed for more than twenty hours per week.

The program is approved for the enrollment of persons eligible for benefits under Title 38 USC(G.I. Bill). See the Student Aid section on page 3.

ADVANCED RADIOLOGIC TECHNOLOGY PROGRAM

A maximum of ten students is admitted each September.

Program of Study. The advanced radiologic technology program is a one-year program designed to provide an opportunity for registered radiologic technologists to acquire an indepth knowledge of their profession. Only highly qualified and experienced radiologic technologists are admitted to the program. The curriculum encompasses such things as special radiological procedures; application and knowledge of X-ray equipment; testing and evaluation of medical X-ray film, film processing, and quality control; applied nursing procedures; ultra-sonography; xeroradiography; and basic managerial concepts. The program is designed to provide an educational and economical career ladder for those who are interested in special procedures in radiologic technology and/or departmental supervisory positions.

Classroom: 512 hours.

Clinical Clerkship: 840 hours.

Prerequisites for Admission. All applicants must be registered radiologic technologists.

Application Procedures. The following are necessary to complete the application process:

1. A completed application form, including a recent photograph and a non-refundable fee of \$20;
2. Official transcript from the radiologic technology program attended;
3. Copy of certification as a registered radiologic technologist;
4. Two letters of recommendation, one from applicant's previous supervisory radiologic technologist and one from a radiologist; and
5. A personal interview is requested.
6. Official transcripts from all high schools, colleges, or professional schools.

Requests for further information and application forms should be directed to Cynthia Easterling, Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, North Carolina 27710.

Registration Fees and Expenses. There is a nonrefundable registration fee of \$20. A course fee of \$500 is charged. In addition, books and supplies will cost approximately \$100.



Financial Aid. A modest monthly stipend may be available depending on federal funding. In addition, part-time employment in the Department of Radiology is available for those students needing extra income. However, students should not plan to seek outside employment during the first three months of the program due to a heavy classroom commitment. See the section on Student Aid described on page 3.

The program is approved for the enrollment of persons eligible for benefits under Title 38 USC (G.I. Bill).

GREENSBORO COLLEGE AFFILIATION

An academic affiliation with Greensboro College, Greensboro, North Carolina, affords radiologic technology students the opportunity of additional education leading to a Bachelor of Science degree in biology. This applies to both the certificate and the advanced programs. By paying regular tuition to Greensboro College, the students will receive academic credit for studies pursued at Duke-V.A. When the clinical schedules permit, the students are allowed to commute to Greensboro to participate in studies on the Greensboro campus.

There are two methods of participating in the Duke-V.A.-Greensboro academic affiliation. Students wishing to complete studies leading to a B.S. degree may attend Greensboro first to complete general college and selected elective courses, after which they complete academic work at Duke-V.A. in the basic radiologic technology program. Upon graduation, students who successfully meet both Greensboro and Duke academic requirements will receive a B.S. degree from Greensboro College, and a certificate from the Duke University Medical Center-Veterans Administration Hospital. Students wishing to attend Duke-V.A. first may do so and then complete degree requirements at Greensboro.

The second method of participating in this affiliation lends assistance to those who have already completed radiologic technology education and who wish an advanced education in radiologic technology, or further formal college courses to add to previous college work, or to begin college work.

Both options require completion of admissions applications to Greensboro College and Duke. Tuition will be paid to Greensboro College and both options lead toward completion of academic requirements for a B.S. degree. For those completing advanced work in radiologic technology, a certificate will be awarded in addition to the degree.

Financial aid is available through student loans from Greensboro College.

Requests for further information and application forms should be directed to Dr. Arnold Van Pelt, Department of Biology, Greensboro College, Greensboro, North Carolina 27401.

Respiratory Therapy

Professor: Merel H. Harmel, M.D., *Chairman, Department of Anesthesiology*
Medical Director: J. Howard Brown, M.D.

Director: H. R. Anderson, AAS, RRT, Division of Respiratory Therapy, Duke University Medical Center

Coeducational Coordinator: R. Alan Leonard, RRT, Duke University Medical Center

Coeducational Coordinator: John D. Robbins, RRT, Durham County General Hospital

Program Coordinator: Frederick Castrovinci, B.S., RRT, Respiratory Therapy, Durham Technical Institute

Clinical Coordinator: Wayne R. MacKintosh, RRT, Duke University Medical Center

Clinical Instructors: Betsy R. Durham, RN, RRT; Marcia Slaughter, RRT; Robert Bagnall, RRT; Robert Silver, RRT; Kenneth Williamson, RRT; Gerald Rayborn

Respiratory therapy is one of the newest and fastest growing allied health



specialties in the United States today, due to the increasing incidence of respiratory diseases in our society and the increasing complexity of the various modalities used in the treatment and diagnosis of these diseases. The respiratory therapist must be an expert in the therapeutic uses of aids to the breathing process such as medical gases, oxygen administering apparatus, humidity and aerosol devices, positive pressure ventilation, mechanical airways, and cardio-pulmonary resuscitation. In September, 1970, the Duke University Medical Center and Durham Technical Institute initiated an associate degree program in respiratory therapy under the medical direction of the Department of Anesthesiology. It is accredited by the Council on Medical Education of the American Medical Association and approved by the North Carolina State Board of Education. At the completion of this program the student will be awarded the Associate in Applied Science degree from Durham Technical Institute and a certificate from Duke University Medical Center. Graduates will be qualified to participate in the national registry examination.

Program of Study. The clinical and didactic education is completed at Duke University Medical Center, Durham County General Hospital, and Durham Technical Institute concurrently throughout the twenty-four month program.

Prerequisites for Admission. All applicants must have a high school diploma or its equivalent, including two units of mathematics and two of physical science.

Application Procedures. Applications must be submitted by April 15 of the year for which admission is requested and must contain the following:

1. A completed application form;
2. Official transcripts from all high schools and colleges attended;
3. Placement examinations for Durham Technical Institute given at the time of enrollment;
4. Three letters of recommendation; and
5. A personal interview is requested.

All applicants will be notified by May 15 regarding admission to the program. Requests for further information and application forms should be directed to the Program Coordinator, Durham Technical Institute, 1637 Lawson Street, Durham, North Carolina 27703.



Registration Fees and Expenses. Durham Technical Institute tuition is \$32 per quarter for in-state students. For out-of-state students, the tuition is \$137.50 per quarter. In addition, books will average \$50 per quarter.

Financial Aid. A limited amount of financial assistance is available to students. More information can be found in the catalogue of Durham Technical Institute.

Course of Instruction. Students must complete the following:

Current Respiratory Therapy Curriculum

Summer Quarter Course		Hours per Week			Credit Hours	
		Lec.	Lab.	Clinical	Rotation	
	*BCP 100	Unified Science	10	6		13
	*MAT 101	Mathematics	5	0		5
			<u>15</u>	<u>6</u>		<u>18</u>
Fall Quarter						
BIO 101	General Biology	3	2			4
CHM 101/G	Chemistry	3	2			4
NUR 101	Nursing Arts	3	0			3
ENG 100	Communication Skills I	2	0			2
RTH 101	Respiratory Therapy					
	Theory and Procedures	3	2			4
RTH 101/P	Respiratory Therapy					
	Clinical Practice					
		<u>14</u>	<u>6</u>		<u>3</u>	<u>18</u>
Winter Quarter						
CHM 102/G	Chemistry	3	2			4
MAT 102	Mathematics	5	0			5
BIO 102	Anatomy and Physiology	4	2			5
ENG 101	Communication Skills II	5	0			5
RTH 102	Respiratory Therapy					
	Theory and Procedures	3	2			4
RTH 102/P	Respiratory Therapy					
	Clinical Practice					
		<u>20</u>	<u>6</u>		<u>6</u>	<u>25</u>

Course		Hours per Week		Credit Hours	
		Lec.	Lab.	Clinical	Rotation
MED 150	Pharmacology	3	0		3
PHY 101/G	Physics	3	2		4
BIO 103	Cardiorespiratory A and P	3	0		3
ENG 102	Communication Skills III	3	0		3
RTH 103	Respiratory Therapy				
	Theory and Procedures	3	2		4
RTH 103/P	Respiratory Therapy				
	Clinical Practice	15	4	12	21
Summer Quarter					
BIO 201	Microbiology	4	2		5
PHY 102/G	Physics	3	2		4
RTH 201	Respiratory Therapy				
	Theory and Procedures	3	2		4
RTH 201/P	Respiratory Therapy				
	Clinical Practice	10	6	15	18
Fall Quarter					
MED 250	Pathology	4	0		4
ENG 203	Communication Skills IV	2	0		2
SOC 102	General Sociology	3	0		3
PSY 102	General Psychology	3	0		3
RTH 202	Respiratory Therapy				
	Theory and Procedures	3	2		4
RTH 202/P	Respiratory Therapy				
	Clinical Practice	15	2	15	21
Winter Quarter					
RTH 203	Respiratory Therapy				
	Theory and Procedures	3	2		4
RTH 203/P	Respiratory Therapy				
	Clinical Practice			15	5
RTH 210	Respiratory Therapy				
	Seminar	2	0		2
RTH 251	Assessment and Treatment of Cardiorespiratory Abnormalities	3	0		
		8	2	15	14
Spring Quarter					
RTH 204	Respiratory Therapy				
	Theory and Procedures	3	2		4
RTH 204/P	Respiratory Therapy				
	Clinical Practice			15	5
RTH 211	Independent Research in Respiratory Therapy	2	0		2
RTH 220	Departmental Management and Personnel Supervision	3	0		
		8	2	15	14
Summer Quarter					
RTH 205	Respiratory Therapy				
	Internship			33	11
RTH 212	Respiratory Therapy				
	Seminar	3		33	14

*These courses are not to be considered a part of the formal curriculum but a means of improving weaker students prior to the beginning of each freshman year.

Appendix





Judicial System

Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the University currently in effect or which are put into effect from time to time by the appropriate authorities of the University. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations. Authority to establish a judicial system for allied health students is contained in Article 3.010 of the Judicial Structure of Duke University as published in the *Duke University Bulletin of Information and Regulations*.

The Honor System of the Duke University Medical School as found in the Bylaws of the Davison Society does not apply to allied health students since only medical students may belong to the Davison Society. Students in the Physical Therapy and Health Administration programs are exempted from this judicial code since they are governed by the rules and regulations of the Graduate School.

The Judicial Code

Section I. Definition

- a. The name of the system hereinafter provided for shall be the "Judicial System."
- b. The group of students hereinafter called the "Judicial Council" shall be composed of students matriculating in the Allied Health Division of the School of Medicine excluding the Health Administration and Physical Therapy programs.
- c. Violations shall consist of:
 1. Academic Dishonesty.
 2. Assault and Battery.
 3. Theft.
 4. Knowingly furnishing false information to any University judicial or police authority, or any academic or administrative official of the University acting in an official capacity.
 5. Failure to provide personal identification to any University judicial or police authority, or any academic or administrative official of the University acting in an official capacity.
 6. Contempt of a University judicial body (including failure to respond to a summons; or to testify when asked to do so, except when one's testimony may be self-incriminating). See the rights of the accused, Section V.
 7. Fraud (including falsification or misuse of auto registration, meal tickets, library slips, laundry slips, or student identification cards).
 8. Willful and malicious damage to University property, or to the property of members of the University community.
 9. Disorderly conduct.
 10. Illegal entry into University buildings or rooms.
 11. Gambling.
 12. Obscenity.
 13. Possession, use, or distribution of illegal drugs except those for legally authorized medical purposes and scientific research.
- d. The jurisdiction of the Allied Health Judicial Council shall be limited to cases in which the accused is a student enrolled in an educational program administratively assigned to the Division of Allied Health, School of Medicine, and which might result in penalty of probation or greater as decided by the panel listed in Section VI below.

Section II. Preferment of Charges

a. Charges shall be preferred in the following manner:

1. The Accuser shall state in writing that a violation as listed in Section I(c) has been committed. The Accuser shall specify the violation and identify the Accused indicating the circumstances under which the alleged violation occurred. The Accuser's statement shall be countersigned by another who has knowledge of the alleged violation. The Accuser shall be a fellow student, faculty, staff, or administrative member of the University Community.

2. The Accuser shall deliver the duly countersigned written accusation within seventy-two hours of the occurrence of the violation in a sealed envelope to the Associate Dean along with supporting evidence or documents.

3. The Accused shall be notified within seventy-two hours by the Associate Dean that he/she has been accused of a violation of the Judicial Code.

4. Within forty-eight hours of notification of such accusation, the Accused shall elect one of the following courses;

i. To appeal the charges directly to the Associate Dean, Allied Health Education. In those cases the Associate Dean retains the right to discuss the charges with the Accused, the Accuser and other persons having knowledge of the case. After reviewing all available information, the Associate Dean will make a decision as to the guilt or innocence of the Accused. If a decision of innocence is made, all documents pertaining to the accusation will be destroyed. If a decision of guilt is made, the Associate Dean will impose a sanction according to the severity of the violation and in keeping with Section VI(e) of the Judicial Code. The decision of the Associate Dean is considered final and there is no further recourse, nor appeal.

ii. To have the charge referred to the Judicial Council as provided for in Section III(a) of the Judicial Code.

Section III. Role of the Dean, Medical and Allied Health Education, School of Medicine

a. The Associate Dean, Allied Health Education, shall have responsibility for receiving complaints and conducting investigations concerning offenses within the jurisdiction of the Judicial Council. The Council shall hear no case without a finding of probable cause by a group consisting of the Dean, Associate Dean for Allied Health Education, and the Chairman of the Judicial Council whose signatures to the charge(s) shall constitute sufficient evidence of such finding. See Section IV(b).

b. The Office of the Dean shall maintain a precedent file for the use of any faculty member, administrative person, or student involved in the case including the Accused, his adviser, members of the Judicial Council, and any others so designated for such privilege by the Council. The file shall consist of a general description of the charges and facts of each case including a summary of the final action taken and the reasoning involved. No specific names or details shall be included.

Section IV. Conduct of the Investigation

Upon receiving a complaint, the Associate Dean, Allied Health Education, shall do the following:

a. In conducting the investigation, the Associate Dean shall promptly assemble all evidence relevant to the allegation. This investigation might include but shall not be limited to the following: holding an informal preliminary hearing of testimony, interviewing the Accused, interviewing any holder of evidence, gathering documents and records. The Accused shall be informed of his right to remain silent and his right to an adviser as defined herein before the Dean or others ask any questions of him.

b. The Dean, Associate Dean, and Judicial Council Chairman shall review all evidence gathered by the investigation and determine jointly and promptly whether or not there is probable cause for believing the Accused committed the alleged act. They shall examine University and Community regulations to determine whether or not the commission of the alleged act might be held to violate any of the said regulations. If they find no probable cause, no further action shall be taken on the matter. If they find that the case in which there is probable cause is not within the providence of the Judicial Council, they shall refer to the appropriate body. If probable cause is found, the allegation will be sent to the Judicial Council in the manner prescribed in Section IV(d).

c. In exercising their judgment as to whether or not charges should be preferred against any alleged offender, they shall not only determine whether probable cause exists but also consider:

1. Any civil or criminal liability the Accused may have already incurred by reasons of the actions of any civil tribunal. If in their judgment, the liability so incurred adequately vindicated the interest of the School of Medicine in punishment of the Accused, they shall not prefer charges. They shall report to the Judicial Council their findings of probable cause and reasons for not preferring any charge.

2. Any civil or criminal action that may be pending in any civil tribunal. If, in their judgment, prompt trial before the Judicial Council would be prejudicial and unreasonably burdensome to the Accused in respect to the civil tribunal proceedings, notwithstanding the finding of probable cause, they may defer or abstain from preferring charges. In making their decision they shall consider the nature of the offense, the nature of the defense that may be offered in

either the civil or School of Medicine proceeding, the likely delay in the civil proceedings, and especially any possible impairment of the Accused's ability to defend himself in either proceeding by reason of their contemporaneous pendency. If, after a finding of probable cause, they decide either to defer preferring charges or definitely to abandon them in the situations covered by this paragraph, they shall nevertheless report to the Judicial Council their finding of probable cause and their reasons for deferring or abandoning the preferring of charges.

3. Whether any civil or criminal action is threatened or likely. In this situation, they shall be governed by the same considerations set forth in paragraph c(2), and in addition by the degree of likelihood of civil or criminal proceedings against the Accused. If, after a finding of probable cause, they decide either to defer preferring charges or definitely to abandon them, in the situations covered by this paragraph, they shall nevertheless report to the Judicial Council their finding of probable cause and their reasons for deferring or abandoning the preferring of charges.

d. Submission to Judicial Council. If the Dean, Associate Dean and Judicial Council Chairman find probable cause and decide to prefer charges, a charge sheet shall be immediately drawn up.

1. The charge sheet shall include at least the following information:

The name of the Accused, a brief description of the alleged act, the regulations which the act violates, the date on which the alleged act did occur, the date on which charges are preferred, and the attesting signatures of the Dean, Associate Dean and Chairman of the Judicial Council.

2. A written report containing the findings of the investigation shall accompany the charge sheet. This report shall contain all evidence gathered in the preliminary investigation with its sources and any evidence gathered in subsequent investigations, with its sources. Nowhere in this report shall a personal opinion be expressed as to the merits of a piece of evidence, or as to the guilt or innocence of the Accused; however, where there are conflicts in the evidence, they shall draw the attention of the Judicial Council to them. The report shall become a part of the written record of the Hearing. If a majority of the Judicial Council receiving this report believe that their Council does not have jurisdiction over the case in question, the case shall be postponed and the Chairman of the Council shall refer the matter to the Chairman of the University Judicial Board who shall appoint a three-man subcommittee who shall determine the question of jurisdiction. Its decision shall be final.

e. The Dean shall subpoena witnesses as directed by the Judicial Council.

Section V. Procedural Safeguards

a. The hearing of all charges shall take place promptly, ordinarily within ten days following the presentation of the charges to the Accused. The Accused shall be given notice to appear, written notice of the charge, and a written text of the regulations which he/she is accused of violating, the report of the Dean, a statement of his/her procedural rights, a list of members of the Judicial Council instructs the Dean to supply him at least seventy-two hours before the Hearing. If the Accused desires additional time in which to prepare a defense, the Chairman of the Council may be petitioned to grant a reasonable delay of the Hearing. The Accused may waive the notice and the seventy-two hour notification period.

b. No person presenting evidence against the Accused shall at any time sit in judgment upon him.

c. The Accused has the right to challenge on the grounds of prejudice any member of the Council sitting on his case. If an Accused makes such a challenge, the Council shall deliberate in private to determine whether cause exists. By a majority vote of the members of the tribunal (excluding the member being challenged), a member shall be removed from the case and replaced by a person who is a member in good standing of the Allied Health Division of the School of Medicine.

d. The Accused has the right and will be advised of his right to produce witnesses (including no more than two character witnesses), introduce documents, and offer testimony in his own behalf. He, but not his adviser, may question all witnesses. An Accused, with the Assistance of an adviser, may submit questions in writing to the Chairman. The Chairman shall ask such questions submitted to him if they are fair and relevant. A copy of the questions shall be appended to the record.

e. A person having direct knowledge relevant to a case being heard by the Board is a material witness. The Dean may require the appearance of material witnesses. He shall notify them of the time, place and purpose of their appearance. He shall also require, upon written request of the complainant of the Accused, the appearance of material witnesses. He shall notify such witnesses of the time, place and purpose of their appearance.

f. The Accused has the right to examine the written statement of any witness relevant to his case at least seventy-two hours before the hearing. He has the right to be faced by any witness who has given a statement relevant to his case at the hearing if the witness's attendance can be secure.

g. The hearing will be conducted in private unless the Accused requests an open hearing. If any objection is raised to conducting an open hearing in any particular case, the Council shall decide the issue by majority vote. If the decision is made not to hold an open hearing, the Accused shall be informed in writing of the reasons for the decision.

h. The Council shall consider only the report of the Dean, documents submitted into evidence, and the testimony of the witnesses at the hearing in reaching its decisions.

Section VI. The Judicial Council.

a. The Membership of the Judicial Council shall be composed, in alternate years, of an elected representative of the programs under the jurisdiction of the School of Medicine, Allied Health Education. Program membership shall be as follows:

<i>Even Numbered Years</i>	<i>Odd Numbered Years</i>
Clinical Psychology Internship	Physicians Associate Program
Radiologic Technology Program	Nuclear Medicine Technology Program
Medical Technology Program	Pathologist's Assistant Program
Cytotechnology Program	Operating Room Technology Program
Electrophysiology Program	Nurse Anesthetist Program
Pastoral Counseling Program	Pharmacy Residency Program
Pharmacy Internship Program	

b. The members shall elect their chairman. The chairman shall preside but shall not vote except in case of a tie. A quorum shall exist when two-thirds of the membership is present.

c. Conduct of Hearing.

1. The hearing of any case shall begin with a reading of the charge by the Chairman of the respective division in the presence of the Accused. The Accused shall then plead guilty or not guilty or move to postpone the hearing for good cause shown. The Accused may qualify a plea, admitting guilt in part and denying in it in the other part.

2. The Accused has the right to remain silent in regard to the charges brought against him, before, during and after the hearing. No inference of guilt shall be made from his silence. Any information pertinent to the charges volunteered by the Accused may be used as evidence against him. If he elects to offer testimony as to a specific act of misconduct, he by so electing waives his right to remain silent as to this specific act, and must answer truthfully all questions pertaining to it asked of him.

3. The Chairman of the Judicial Council shall call for a reading of the report from the Dean concerning the case. The Judicial Council shall request the Accused to present his case. The Accused may call and question witnesses. The Council may call and question witnesses to clarify matters which have been the subject of testimony. It should not attempt to act as a prosecutor or as a defense council.

4. All evidence which the Council considers relevant shall be admitted except evidence obtained in violation of University's policy. Specifically, the fact that evidence offered is heresy or an expression of opinion will not in itself bar the admission of the evidence. Written statements may be admitted but wherever possible oral testimony rather than any written statement should be employed. No one shall be convicted solely on the declaration of one whom the Accused has had no opportunity to examine.

5. The Accused may not be questioned for more than one hour without recess.

6. Pending final judgment on charges (including appeal) against the Accused, his status as a student shall not be changed, nor his right to be on campus or to attend classes suspended, except that the Dean may impose an interim suspension upon any member of the School of Medicine who demonstrates by his conduct, that his continued presence on the campus constitutes an immediate threat to the physical well-being or property of members of the School of Medicine or the property or orderly functioning of the school. The imposition of interim suspension requires that the suspended individual shall immediately observe any restriction placed upon him by the terms of the suspension. The suspended individual shall be entitled to a hearing within three days before the Judicial Council on the formal charges. If he requires additional time to prepare his case before the Judicial Council, he shall be entitled to an informal review of the decision imposing interim suspension by a three-man committee chosen from the members of the Council by its Chairman. Interim suspension is an extraordinary remedy which will be invoked only in extreme cases where the interests of the School and members of its community require immediate action before the Judicial Council can adjudicate formal charges against the suspended individual. If interim suspension is imposed and the Accused is later found innocent, the School shall grant reinstatement and will consider appropriate amends as recommended by the Judicial Council with respect to that student's academic responsibilities incurred during the period of suspension.

7. A tape recording and a digest shall be kept of the initial hearing for a minimum of three years. The basis for the decision shall be summarized clearly in brief, numbered paragraphs. Any dissenting opinions shall be similarly explained.

8. The Judicial Council, with the consent of the Accused, shall have the right to amend the charges at any time during a hearing to conform to the evidence. If the Accused does not consent to the amendment of the charges, the Council may, nevertheless, order them amended to conform to the evidence. If, in the judgment of the Judicial Council, a delay is not necessary to enable the Accused to defend himself against the amended charge, the hearing shall continue. If a delay appears necessary, the Judicial Council shall so order it.

d. The Verdict.

1. After hearing the evidence and summations offered by the parties, the Judicial Council shall consider its verdict and judgment in closed session. The verdict shall consist of a simple statement of the significant acts done or not done by the Accused. If the Judicial Council is unable to say that there is clear and convincing evidence that an act was done, then the Judicial Council shall conclude that the act was not done. A similar rule shall govern in the case of a failure to act. The judgment shall consist of a finding of guilty or not guilty of the charge and when the Accused is found guilty, a statement of punishment assessed. Any judgment of suspension or expulsion must be concurred in by at least one-half of those members of the Judicial Council present and voting. Other questions, including the verdict, the finding of guilty or not guilty, shall be governed by the same vote.

2. The Judicial Council by a majority vote may decide to rehear a case in which significant new evidence can be introduced in behalf of the Accused.

3. The Chairman of the Judicial Council shall promptly inform the Dean in writing of the decision of the hearing committee. The Dean shall promptly notify the defendant of the verdict in his case and shall at the same time inform him of his right to appeal.

e. Sanctions. The Judicial Council shall have the power to recommend the following penalties:

1. Expulsion: Dismissal from the School of Medicine with the recommendation that the person never be readmitted.

2. Suspension: Dismissal for a specified period of time in which the student is ineligible to proceed with work for credit.

3. Probation: An action which places the student on notice that his conduct has not been satisfactory. The student is notified in writing of expulsion, suspension, or probation and a copy of the letter remains in the student's record as a permanent record.

4. No disciplinary action.

5. Any other lesser penalty deemed warranted in a particular case. This might include censure, admonition, etc. .

f. Imposition of Sanctions.

The Dean, Medical and Allied Education, shall impose the sanction(s) recommended by the Judicial Council.

g. Right of Appeal.

1. On any sanction imposed pursuant to paragraph *e*, the Accused shall have the right to appeal to the Dean. A written notice of appeal must be submitted to the Office of the Dean within forty-eight hours of the time the Accused is apprised of the findings of the Judicial Council and imposition of sanctions.

2. A written draft of the appeal must be submitted within one week of the time the Accused is apprised of the findings. The appeal shall document the grounds on which it is made. The appeal shall be made on the following grounds only:

- a.* Procedural error substantially affecting the rights of the Accused.
- b.* Incompatibility of the verdict with the evidence.
- c.* Excessive penalty not in accord with "current community standards".
- d.* New evidence of a character directly to affect the verdict but on which the original tribunal had refused a new hearing.
- e.* Error in applying or interpreting the rule under which the case was originally tried.
- f.* New evidence which may directly affect the verdict. In these circumstances, the case will be referred back to the Judicial Council for review.

3. In no case shall an appeal from the Judicial Council result in a *de novo* hearing of previously heard testimony or other evidence; However:

- a.* The documents transmitted by the original tribunal shall include the tapes of the testimony taken at the hearing. The Accused may, at his own expense, have a transcription of the tape made.
- b.* The original tribunal shall provide for the Dean written opinions, containing the reasoning upon which the majorities based their decision and any dissenting opinions of members thereof.
- c.* The Accused shall submit to the Dean a written statement containing the ground(s) for his appeal and his arguments.
- d.* The Accused shall be allowed to make an oral statement to the Dean to amplify his written arguments. The Dean may question the Accused at this time about his oral statement or his written statement, but shall confine himself to the issues on appeal. These additional statements and arguments shall be recorded.
- e.* The Dean may call a representative of the original tribunal to answer questions concerning written opinions submitted in accordance with paragraph *b* of this section. This material shall likewise be incorporated in the record.
- f.* In cases where the Dean acquits the Accused, changes the penalty, or directs the original tribunal to conduct a new hearing, he shall submit to the original tribunal a

detailed written opinion as to his reasoning. The opinion would be similar to that prescribed in paragraph *b* of this section.

4. Decisions of the Dean shall be promptly communicated to the applicant with a copy to the original tribunal.

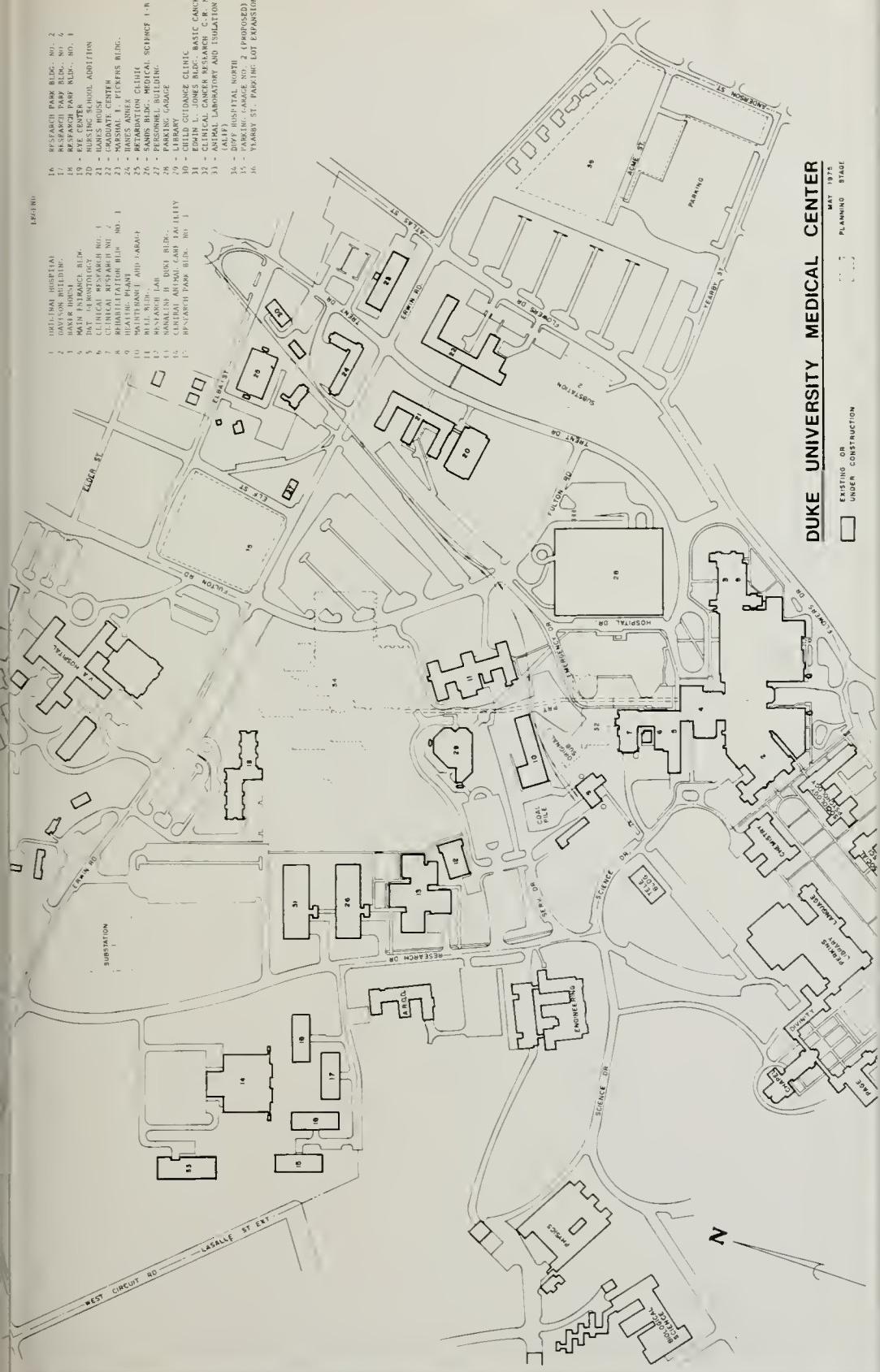
5. The term Dean shall include not only persons appointed to the office but also any other person or persons appointed to perform the functions of the office. The Dean may consult with such members of the University Community as he chooses concerning the disposition of the appeal.

h. Other Powers. In the case where a student is handicapped in his performance of any School of Medicine responsibilities because of his required attendance at a hearing, the Judicial Council may recommend to the authorities involved that appropriate amends be made.

DUKE UNIVERSITY MEDICAL CENTER

MAY 1971

EXISTING OR
UNDER CONSTRUCTION



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Directory of Officers,
Faculty, and Staff

1977-1978



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Directory of
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Officers, Faculty, and Staff

1976-77





The Corporation

THE UNIVERSITY TRUSTEES

(The date in parentheses indicates the year of election.)

Trustees whose terms expire June 30, 1977

- Merrimon Cuninggim (1963), Winston-Salem,
N.C.
W. Kenneth Goodson (1972), Richmond, Va.
Wallace H. Kirby (1973), Raleigh, N.C.
George Crews McGhee (1962), Middleburg, Va.
John Alexander McMahon (1970), Chairman,
Chicago, Ill.
Walter McGowan Upchurch, Jr. (1964), Vice
Chairman, New York, N.Y.
- Charles Byrd Wade, Jr. (1964), Winston-Salem,
N.C.
Edwin C. Whitehead (1974), Greenwich, Conn.

From the Alumni

- Nancy Hanks (1966), Washington, D.C.
Jeffrey Kurzweil (1972), Charlotte, N.C.
Isobel Craven Lewis (1973), Lexington, N.C.
Clifford W. Perry (1966), Winston-Salem, N.C.

Trustees whose terms expire June 30, 1979

- Anthony Drexel Duke (1976), New York, N.Y.
¹C. Elwood Boulware (1974), Durham, N.C.
John A. Forlines, Jr. (1974-75; 1976), Granite
Falls, N.C.
C. Howard Hardestry, Jr. (1974), Greenwich,
Conn.
Alfred M. Hunt (1967), Pittsburgh, Pa.
John H. Knowles (1974), New York, N.Y.
John Kevin Moore (1976), Durham, N.C.
William R. Pitts (1968), Charlotte, N.C.

- Thomas Fuller Southgate, Jr. (1959), Mt. Airy,
N.C.
²K. Brantley Watson (1968), Durham, N.C.

From the Alumni

- Mary Elizabeth Hanford Dole (1974), Wash-
ington, D.C.
Edward S. Donnell (1974), Winnetka, Ill.
Raymond D. Nasher (1968), Dallas, Texas
Charles Sylvanus Rhyne (1961), Washington,
D.C.

Trustees whose terms expire June 30, 1981

- Karl D. Bays (1974), Lake Forest, Ill.
Werner Curt Brown (1973), Greenville, Del.
Thomas A. Finch (1963), Thomasville, N.C.
John Brooks Fuqua (1974), Atlanta, Ga.
William H. Muller, Jr. (1974), Charlottesville, Va.
Mary D. B. T. Semans (1961), Durham, N.C.
Wilson O. Weldon (1968), Charlotte, N.C.

- Timothy Westmoreland (1975), Blowing Rock,
N.C.

From the Alumni

- Alyse Smith Cooper (1975), Burlington, N.C.
Margaret Adams Harris (1975), Greensboro, N.C.
Edwin L. Jones, Jr. (1970), Charlotte, N.C.
Charles S. Murphy (1970), Annapolis, Md.

Trustees Emeriti

- Sidney Sherrill Alderman (1934-1959), San Fran-
cisco, Calif.

- Thomas A. Aldridge (1959-1965), Naples, Fla.
C. Elwood Boulware (1974-1976), Durham, N.C.

¹Retired July 1, 1976.

²Deceased April 18, 1976.

- Blanche B. Brian (1968-1973), Raleigh, N.C.
 Norman Edward Edgerton (1941-1969), Raleigh, N.C.
 Benjamin Ferguson Few (1941-1967), Southport, Conn.
 Julius Welch Harriss (1947-1973), High Point, N.C.
 Calvin Bryan Houck (1951-1967), Roanoke, Va.
 Amos Ragan Kearns (1945-1975), High Point, N.C.
 Ben Neely Miller, Jr. (1958-1973), Columbia, S.C.
^{2a}Edgar Harrison Nease (1950-1971), Charlotte, N.C.
 Marshall I. Pickens (1963-1974), Charlotte, N.C.
 Robert Henry Pinnix (1959-1973), Gastonia, N.C.
 Henry E. Rauch (1964-1974), Greensboro, N.C.
- Frank Odell Sherrill (1959-1966), Charlotte, N.C.
 James Raymond Smith (1934-1967), Mt. Airy, N.C.
 Estelle Flowers Spears (1951-1967), Durham, N.C.
 Richard Elton Thigpen (1953-1973), Charlotte, N.C.
 Kenneth Crawford Towe (1954-1963), Greenwich, Conn.
 James Frederick Von Canon (1959-1975), Sanford, N.C.
 George Roberts Wallace (1954-1966), Morehead City, N.C.
³Bunyan Snipes Womble (1915-1963), Winston-Salem, N.C.

Standing Committees of the University Trustees

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^{2a}Deceased January 6, 1977.

³Deceased May 17, 1976.

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[†]Faculty Member.

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 A. Kenneth Pye, Juanita Kreps, J. David Ross,
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^{3b} Deceased January 21, 1977.

^{3c} Deceased January 14, 1977.

^{3d} Deceased December 23, 1976.

⁴ Deceased July 12, 1976.

⁵ Deceased April 15, 1976.

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⁶ Deceased April 16, 1976.

⁷ Deceased August 15, 1976.

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⁹ Through 8-31-76.

¹⁰ Through 4-30-76.

¹¹ Through 6-30-76.

¹² Retired 2-28-76.

¹³ Sabbatical leave, fall 1976-77.

¹⁴ Through 12-19-75.

¹⁵ Leave of absence, spring 1976-77.

¹⁶ Through 6-30-76.

¹⁷ Leave of absence 1976-77.

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- Back, Kurt W. (1959), Ph.D. (Massachusetts Inst. of Tech.), James B. Duke Professor of Sociology and Professor of Medical Sociology in the Department of Psychiatry, 2753 McDowell Road
- ¹⁹Baier, Rodger W. (1972), Ph.D. (Washington), Assistant Professor of Chemistry, P.O. Box 338, Morehead, N.C.
- Bailey, Joseph Randle (1946), Ph.D. (Michigan), Professor of Zoology, 2517 Sevier Street
- Bailey, Lloyd R. (1971), Ph.D. (Hebrew Union), Associate Professor of Old Testament in The Divinity School, 4122 Deepwood Circle
- Baker, Collin F., Jr. (1973), M.D. (Vanderbilt), Assistant Professor of Community Health Sciences, 381 Nottaway Road
- Baker, Frank (1960), Ph.D. (Nottingham), Professor of English Church History in The Divinity School 1505 Pinecrest Road
- Baker, Kenneth R. (1973), Ph.D. (Cornell), Associate Professor of Business Administration, 4113 Huckleberry Drive, Raleigh, N.C.
- Baldwin, Steven W. (1970), Ph.D. (California Inst. of Tech.), Associate Professor of Chemistry, Apartment 32-M, 4216 Garrett Road
- Baligh, Helmy H. (1967), Ph.D. (California at Berkeley), Professor of Business Administration, 1909 Rolling Road, Chapel Hill, N.C.
- Ballantyne, Robert H. (1962), Ed.D. (Washington State), Associate Professor of Education, 251 Wrightwood Avenue
- Bamford, Paul V. (1974), Ph.D. (North Carolina at Chapel Hill), Visiting Assistant Professor of Philosophy 3914-A Tara Drive, Raleigh, N.C.
- Barber, James David (1972), Ph.D. (Yale), Professor of Political Science, 1011 Homer Street
- Barber, Richard T. (1970), Ph.D. (Stanford), Associate Professor of Zoology and Botany, 101 Sunset Lane Beaufort, N.C.
- ²⁰Barclay, Sarah Kathryn (1965), M.S.S. (Tulane), Assistant Professor of Psychiatric Social Work, Apartment 18-D, 2820 Chapel Hill Road
- Barlow, Norman Howard, (1955), Ph.D. (Duke), Assistant Professor of Romance Languages, 3852 Somer set Drive
- Barnes, Robert L. (1965), Ph.D. (Duke), Professor of Forest Biochemistry, 5303 Revere Road
- Barr, Roger Coke (1969), Ph.D. (Duke), Associate Professor of Biomedical Engineering and Associate Professor of Pediatrics, 121 Whitfield Road
- Barry, William F., Jr. (1955), M.D. (Pennsylvania), Professor of Radiology, 3208 Ridge Road
- Bartlett, Robert Charles (1976), M.A. (New York University), Professor of Physical Therapy, 402 Nottaway Road
- Barton, Joanne A. (1974), M.S.N. (Kentucky), Clinical Instructor in the School of Nursing and Clinical Associate in Pediatrics, 914 Hale Street
- Bashore, Thomas M. (1976), M.D. (Ohio State), Associate in Medicine, Route 7, Box 135
- Bassett, Frank Houston, III (1963), M.D. (Louisville), Professor of Orthopaedics and Assistant Professor of Anatomy, 3940 Dover Road
- Battle, Joseph (1970), Ph.D. (Michigan), Associate Professor of Business Administration, 1636 Marion Avenue
- Baumann, Gilbert (1976), Dr.Sc. (Swiss Federal Institute of Tech.), Assistant Medical Research Professor of Physiology and Pharmacology, Route 2, Box 431-D, Hillsborough, N.C.
- Baylin, George J. (1939), M.D. (Duke), Professor of Radiology and Professor of Otolaryngology in the Department of Surgery, 2535 Wrightwood Avenue
- Beach, William Waldo (1946), B.D., Ph.D. (Yale), Professor of Christian Ethics in the Divinity School 130 Pinecrest Road
- Beall, Hie Ping (1974), Ph.D. (Tulane), Assistant Medical Research Professor of Anatomy and Assistant Medical Research Professor of Physiology and Pharmacology, 1008 Horton Road
- ²¹Beery, William L. (1973), M.P.H., (North Carolina at Chapel Hill), Associate in Community Health Sciences, 1700 Shawnee Street
- Behar, Victor S. (1968), M.D. (Duke), Associate Professor of Medicine, 1821 Woodburn Road
- Behn, Robert D. (1973), Ph.D. (Harvard), Associate Professor of Policy Sciences, Apartment 5-I, 200 Seven Oaks Road
- Bell, Michael C. (1975), M.B.A. (George Washington), Visiting Assistant Professor of Naval Science 5802 Sandstone Drive
- Bell, Robert M. (1972), Ph.D. (California at Berkeley), Assistant Professor of Biochemistry, 4300 Rheu Drive
- Bennett, Peter Brian (1972), Ph.D. (Univ. of Southampton, England), Professor of Anesthesiology and Associate Professor of Physiology and Pharmacology, 3010 Harriman Drive

¹⁸ Through 6-30-76.

¹⁹ Leave of absence 1976-77.

²⁰ Retired 8-31-76.

²¹ Through 12-12-75.

- Benson, Dudley Woodrow, Jr.** (1974), Ph.D. (North Carolina at Chapel Hill), M.D. (Duke), Assistant Professor of Pediatrics, Route 2, Box 395, Hillsborough, N.C.
- Bentov, Marilyn** (1976), Ed.D. (Harvard), Associate in Community Health Sciences, Apartment 17, 2330 Hilton Avenue
- Bergland, John K.** (1973), M.Div. (United Theological Seminary), Associate Professor of Homiletics in the Divinity School, 3920 Berry Bush Place
- Bergquist, Charles W.** (1972), Ph.D. (Stanford), Assistant Professor of History, 39 Davie Circle, Chapel Hill, N.C.
- Bessent, Helga Wilde** (1964), M.A. (Vanderbilt), Assistant Professor of German, 2117 Englewood Avenue
- Bevan, William** (1974), Ph.D. (Duke), William Preston Few Professor of Psychology, 1540 Hermitage Court
- ²²**Bevington, Helen S.** (1943), M.A. (Columbia), Professor of English, 4428 Guess Road
- ²³**Biedenharn, Lawrence C., Jr.** (1961), Ph.D. (Massachusetts Inst. of Tech.), Professor of Physics, 2716 Sevier Street
- Biermann, Alan** (1974), Ph.D. (California at Berkeley), Assistant Professor of Computer Science, 211 Severin Street, Chapel Hill, N.C.
- Bigner, Darel D.** (1972), Ph.D., M.D. (Duke), Associate Professor of Pathology, Assistant Professor of Experimental Surgery, and Lecturer in the Department of Microbiology and Immunology, 4308 Samoa Court
- Billings, William Dwight** (1952), Ph.D. (Duke), James B. Duke Professor of Botany, 1628 Marion Avenue
- Bilpuch, Edward G.** (1962), Ph.D. (North Carolina at Chapel Hill), Professor of Physics, 106 Cherokee Circle, Chapel Hill, N.C.
- Bird, Warren P.** (1968), M.S.L.S. (Columbia), Associate Professor of Medical Literature, 35 Stoneridge Circle
- Bittikofer, John A.** (1970), Ph.D. (Purdue), Associate in Clinical Biochemistry, 424 Valley Drive
- Black, Mary Ann** (1974), M.S. (North Carolina at Chapel Hill), Associate in Psychiatric Social Work in the Department of Psychiatry, 2939 Driftwood Drive
- Blackburn, Elizabeth C.** (1972), M.Ed. (Virginia Commonwealth), Associate in Radiology, 1009 Stonehedge Avenue
- ²⁴**Blackburn, John O.** (1962), Ph.D. (Florida), C.P.A., Professor of Economics, 208 Pineview Road
- Blackmon, Lillian R.** (1973), M.D. (Arkansas), Assistant Professor of Pediatrics and Assistant Professor of Obstetrics and Gynecology, Apartment 18-B, 2836 Chapel Hill Road
- ²⁵**Blake, Charles Albert** (1972), Ph.D. (California at Los Angeles), Assistant Professor of Anatomy, 3910 Hope Valley Road
- Blake, Robert Lincoln** (1949), Associate in Medical Art in the Division of Audiovisual Education, 609 Ruby Street
- Bland, Kalman P.** (1973), Ph.D. (Brandeis), Assistant Professor of Religion, 503 Longleaf Drive, Chapel Hill, N.C.
- ²⁶**Blankley, William F.** (1972), Ph.D. (California at San Diego), Assistant Professor of Botany, 214 Ann Street, Beaufort, N.C.
- Blanks, Mary M.** (1975), M.H.A. (Duke), Assistant Professor of Health Administration, Apartment C-12, 1829 Front Street
- Blaydon, Colin C.** (1975), Ph.D. (Harvard), Associate Professor of Policy Sciences and Business Administration, 1817 Woodburn Road
- Blazer, Daniel G., II** (1976), M.D. (Tennessee), Assistant Professor of Psychiatry, 5102 Longleaf Drive
- ²⁷**Blount, W. M.** (1974), B.A. (U.S. Naval Academy), Visiting Assistant Professor of Naval Science, Route 8, Glen Oaks Drive
- Blum, Jacob Joseph** (1962), Ph.D. (Chicago), Professor of Physiology, 2525 Perkins Road
- Bobula, James A.** (1975), Ph.D. (Ohio State), Assistant Professor of Community Health Sciences, 3619 Dover Road
- Bocchino, Anthony** (1974), J.D. (Connecticut), Assistant Professor of Law, 3803 Hillgrand Drive
- Bolnick, Bruce R.** (1974), Ph.D. (Yale), Assistant Professor of Economics, Apartment C-2, 1434 New Castle Road
- Bolognesi, Dani P.** (1971), Ph.D. (Duke), Associate Professor of Experimental Surgery and Assistant Professor of Virology, 2511 Sevier Street
- Bonar, Robert A.** (1959), Ph.D. (California at Berkeley), Associate Professor of Biophysics in the Department of Surgery, Route 2, Box 407-A, Chapel Hill, N.C.
- Bonaventura, Celia J.** (1975), Ph.D. (Texas), Assistant Medical Research Professor of Biochemistry, 127 Circle Drive, Beaufort, N.C.

²² Retired 8-31-76.

²³ Leave of absence, fall 1976-77.

²⁴ Leave of absence, fall 1976-77.

²⁵ Through 7-31-76.

²⁶ Through 8-31-76.

²⁷ Through 6-30-76.

- Bonaventura, Joseph (1972), Ph.D. (Texas), Assistant Medical Research Professor of Biochemistry, 127 Circle Drive, Beaufort, N.C.
- Bone, Allan Hadley (1944), M.M. (Eastman), Professor of Music, 2725 Sevier Street
- Bonk, James (1959), Ph.D. (Ohio State), Professor of Chemistry, 112 Pinecrest Road
- Bonner, Jack W., III (1971), M.D. (Texas), Assistant Professor of Psychiatry, 27 Windsor Road, Asheville, N.C.
- ²⁸Bonsanti, Dan (1975), M.M. (Miami), Visiting Lecturer in Jazz, 101-A Isley Street, Chapel Hill, N.C.
- ²⁹Bookhout, Cazlyn Green (1935), Ph.D. (Duke), Professor of Zoology, 1307 Alabama Avenue
- Bookhout, Elizabeth Circle (1932-43; 1945), Ph.D. (New York), Professor of Physical Education, 1307 Alabama Avenue
- Boon, James A. (1974), Ph.D. (Chicago), Associate Professor of Anthropology, 918 Urban Avenue
- Borchardt, Frank L. (1971), Ph.D. (Johns Hopkins), Associate Professor of Germanic Languages, 100 East Forest Hills Boulevard
- Borstelmann, Lloyd J. (1953), Ph.D. (California at Berkeley), Professor of Psychology and Professor of Medical Psychology in the Department of Psychiatry, 2506 Francis Street
- Bossen, Edward Hecht (1972), M.D. (Duke), Associate Professor of Pathology, 7 Thackeray Place
- Boudewyns, Patrick A. (1975), Ph.D. (Wisconsin), Associate Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology (part-time), 101 Buena Vista Way, Chapel Hill, N.C.
- Boudreaux, Gregory (1972), Ph.D. (Duke), Visiting Assistant Professor of Philosophy, Apartment 1, 804 Lancaster Street
- Bourbous, Shirley Elaine Potts (1970), M.S.N. (North Carolina at Chapel Hill), Assistant Professor of Nursing, 1106 Hill Street
- Boynton, J. E. (1968), Ph.D. (California at Davis), Associate Professor of Botany, 1808 Woodburn Road
- Braasch, Ernest R. (1976), M.D. (State Univ. of New York), Associate in Psychiatry, 210 Landsbury Drive
- Bracewell, Joyce (1973), M.S.W. (Florida State), Associate in Psychiatric Social Work, 74 Manetta Road, Asheville, N.C.
- Bradford, William Dalton (1966), M.D. (Western Reserve), Associate Professor of Pathology and Assistant Professor of Pediatrics, 3724 Hope Valley Road
- ³⁰Bradley, David Gilbert (1949), Ph.D. (Yale), Professor of Religion, 2507 Sevier Street
- Bradsher, Charles Kilgo (1939), Ph.D. (Harvard), James B. Duke Professor of Chemistry, 118 Pinecrest Road
- Braibanti, Ralph (1953), Ph.D. (Syracuse), James B. Duke Professor of Political Science, 3805 Darby Road
- Brame, Robert Griffin (1970), M.D. (North Carolina at Chapel Hill), Professor of Obstetrics and Gynecology, 2806 De Kalb Street
- Branch, Eleanor F. (1972), Ph.D. (Duke), Associate Professor of Physical Therapy, 207 Oak Hill Drive
- Brannon, Linda J. (1976), Ph.D. (Pennsylvania State), Associate in Medical Psychology in the Department of Psychiatry, 141 St. Dunstan's Road, Asheville, N.C.
- Brazy, Jane E. (1976), M.D. (Washington Univ.), Associate in Pediatrics, Route 2, University Acres, Chapel Hill, N.C.
- Breslin, Marianne (1968), M.D. (Medical Academy, Dusseldorf, Germany), Associate Professor of Psychiatry, 1704 Michaux Road, Chapel Hill, N.C.
- Bressler, Bernard (1954), M.D. (Washington Univ.), Professor of Psychiatry, 3724 Knollwood Drive
- ³¹Breytspraak, W. A. (1973), Ph.D. (Duke), Visiting Assistant Professor of Religion, Route 2, Box 556
- Bridge, Mary M. (1976), M.Ed. (North Carolina at Chapel Hill), Assistant Professor of Nursing, 55 Circle Drive, Chapel Hill, N.C.
- Bright, Donald S. (1975), M.D. (Maryland), Assistant Professor of Orthopaedic Surgery, 9 Winthrop Court
- Briner, William H. (1970), B.S. (Temple), Assistant Professor of Radiology, 3100 Ithaca Court
- ³²Brockett, Clyde W. (1976), Ph.D. (Columbia), Visiting Assistant Professor of Music, Route 2, Box 547
- Brodie, H. Keith H. (1974), M.D. (Columbia), Professor of Psychiatry, 63 Beverly Drive
- ³³Brody, Irwin A. (1964), M.D. (Pennsylvania), Associate Professor of Neurology in the Department of Medicine, Route 4, Hillsborough, N.C.
- Bronfenbrenner, Martin (1971), Ph.D. (Chicago), William R. Kenan, Jr. Professor of Economics and Lecturer in History, 2915 Friendship Road
- Brown, Charlotte Vestal (1971), A.B. (North Carolina at Greensboro), Assistant Professor of Art, 1206 Williamson Drive, Raleigh, N.C.
- Brown, Earl I., II (1960), Ph.D. (Texas), J. A. Jones Professor of Civil Engineering, 1631 Marion Avenue
- Brown, Jay Howard Joel (1974), M.D. (Boston Univ.), Assistant Professor of Anesthesiology, 5343 Yardley Terrace

²⁸ Through 12-31-75.

²⁹ Retired 8-31-76.

³⁰ Sabbatical leave, fall 1976-77.

³¹ Through 5-31-76.

³² Through 5-31-76.

³³ Deceased October 5, 1976.

- Brown, Montague (1975), D.P.H. (North Carolina at Chapel Hill), Professor of Health Administration, 20 Howell Lane, Chapel Hill, N.C.
- Brumley, George William, Jr. (1967), M.D. (Duke), Associate Professor of Pediatrics and Associate Professor of Obstetrics and Gynecology, 3415 Surry Road
- Brundage, Dorothy J. (1968), M.N. (Emory), Assistant Professor of Nursing, Route 6, Box 215, Mebane, N.C.
- Bruno, Frederick P. (1972), M.S. (Florida), Associate in Radiology, Nuclear Medicine Division, 813 Chalice Street
- Bryan, Anne-Marie (1961), M.A.T. (Duke), Assistant Professor of Romance Languages, 1017 Norwood Avenue
- Bryan, Paul Robey, Jr. (1951), Ph.D. (Michigan), Professor of Music, 1108 Watts Street
- Buckley, C. Edward (1963), M.D. (Duke), Associate Professor of Medicine and Assistant Professor of Microbiology and Immunology, 3621 Westover Road
- Buckley, Rebecca Hatcher (1968), M.D. (North Carolina at Chapel Hill), Professor of Pediatrics and Associate Professor of Immunology, 3621 Westover Road
- Buckner, Katherine K. (1974), M.S.W. (North Carolina at Chapel Hill), Associate in Psychiatric Social Work in the Department of Psychiatry, Box 1206, 309 Glendale Drive, Chapel Hill, N.C.
- Budd, Louis J. (1952), Ph.D. (Wisconsin), Professor of English, 2753 McDowell Road
- Buehler, Albert George (1955), M.A. (North Carolina at Chapel Hill), Professor of Physical Education, 1718 Woodburn Road
- Bullock, Grace (1957-59; 1967), M.S.N. (North Carolina at Chapel Hill), Assistant Professor of Nursing, 3729 Hermine Street
- ³⁴Bundy, Stephen D. (1974), M.S.P.H. (North Carolina at Chapel Hill), Associate in Community Health Sciences, Route 2, Box 375, Chapel Hill, N.C.
- Burch, J. Gordon (1971), M.D. (Univ. of Alberta, Canada), Assistant Professor of Pediatrics and Medicine, 2410 Dawn Trail
- ³⁵Burdick, Donald S. (1962), Ph.D. (Princeton), Associate Professor of Mathematics, 108 Emerald Circle
- Burford, Walter W. (1970), S.T.M. (Yale), Assistant Professor of Religion, 120 West Lynch Street
- Burger, Peter C. (1973), M.D. (Northwestern), Assistant Professor of Pathology, Apartment P-6, 2808 Croasdale Drive
- Burian, Peter (1968), Ph.D. (Princeton), Assistant Professor of Classical Studies, 1610 Delaware Avenue
- Burkett, Elizabeth (1975), M.S.N. (North Carolina at Chapel Hill), Clinical Instructor in the School of Nursing and Clinical Associate in the Department of Pediatrics, 5124 Peppercorn Street
- Burns, Richard O. (1964), Ph.D. (Illinois), Professor of Microbiology, 4117 Pavilion Place
- ³⁶Burton, Richard M. (1970), D.B.A. (Illinois), Associate Professor of Business Administration, 1639 Marion Avenue
- Busse, Ewald W. (1953), M.D. (Washington), J. P. Gibbons Professor of Psychiatry, 1132 Woodburn Road
- Butler, Edmund (1975), Ph.D. (New York), Assistant Professor of Mathematics, Apartment C, 1700 Pace Street
- Butters, Ronald R. (1967), Ph.D. (Iowa), Associate Professor of English, 821 Green Street
- Buzzard, Gale H. (1957), Ph.D. (North Carolina State), Assistant Professor of Mechanical Engineering, 2716 Tryon Road
- Cady, Edwin H. (1973), Ph.D. (Wisconsin), Andrew W. Mellon Professor in the Humanities, Box 168, Route 4, Hillsborough, N.C.
- Cahow, Clark (1968), Ph.D. (Duke), Associate Professor in the Faculty of Arts and Sciences, 1106 Watts Street
- Caldwell, David S. (1976), M.D. (Bowman Gray), Associate in Medicine, Apartment 7-B, 610 LaSalle Street
- Calkins, Phillip B. (1973), Ph.D. (Chicago), Assistant Professor of History, 415 Monticello Avenue
- Callaway, Jasper Lamar (1937), M.D. (Duke), James B. Duke Professor of Dermatology, 26 Stoneridge Circle
- Campbell, Richard T. (1974), Ph.D. (Wisconsin), Assistant Professor of Sociology, 1114 Wells Street
- Cannon, Marjory A. (1976), M.M.Sc. (Emory), Associate in Physical Therapy, Apartment 104, 3518 Mayfair Street
- Cantor, Murray R. (1974), Ph.D. (California at Berkeley), Assistant Professor of Mathematics, 1022 Rose Hill Avenue
- Carbone, Peter (1966), Ed.D. (Harvard), Associate Professor of Education, 5509 Pelham Road
- Carlitz, Leonard (1932), Ph.D. (Pennsylvania), James B. Duke Professor of Mathematics, 2303 Cranford Road
- ³⁷Carpenter, Adelaide T. (1975), Ph.D. (Washington), Assistant Medical Research Professor of Anatomy, Apartment 10-F, Booker Creek, Chapel Hill, N.C.

³⁴ Through 8-20-76.

³⁵ Sabbatical leave, spring 1976-77.

³⁶ Sabbatical leave 1976-77.

³⁷ Through 6-30-76.

- ³⁸Carson, Robert C. (1960), Ph.D. (Northwestern), Professor of Psychology and Professor of Medical Psychology in the Department of Psychiatry, Apartment 8-L, 1315 Morrene Road
- Carter, James H. (1971), M.D. (Howard), Assistant Professor of Psychiatry, 3310 Pine Grove Road, Raleigh, N.C.
- Carter, Reginald D. (1971), Ph.D. (Bowman Gray), Assistant Professor of Community Health Sciences and Assistant Professor of Physiology, Route 4, Box 63, Hillsborough, N.C.
- ³⁹Cartmill, Matthew (1969), Ph.D. (Chicago), Associate Professor of Anatomy and Associate Professor of Anthropology, Route 2, Box 547
- ⁴⁰Cartwright, William H. (1951), Ph.D. (Minnesota), Professor of Education, 3610 Britt Street
- ⁴¹Caserta, Ernesto G. (1970), Ph.D. (Harvard), Assistant Professor of Romance Languages, 2516 Sevier Street
- Casseday, John H. (1972), Ph.D. (Indiana), Assistant Professor of Otolaryngology in the Department of Surgery and Assistant Professor of Psychology, 2711 Augusta Drive
- ⁴²Casson, Ronald W. (1971), Ph.D. (Stanford), Assistant Professor of Anthropology, 701 Watts Street
- Cavanagh, G. S. T. (1962), B.L.S. (McGill), Professor of Medical Literature, 42 Kimberly Drive
- ⁴³Cavanaugh, Patrick J. (1960), M.D. (St. Louis), Professor of Radiology, 1535 Hermitage Court
- Cavenar, Jesse Oscar (1971), M.D. (Arkansas), Assistant Professor of Psychiatry, 1509 Cumberland Road, Chapel Hill, N.C.
- Cell, John W. (1962), Ph.D. (Duke), Associate Professor of History, 1101 Highland Woods, Chapel Hill, N.C.
- Chaddock, Jack B. (1966), Sc.D. (Massachusetts Inst. of Tech.), Professor of Mechanical Engineering, 10 Learned Place
- Chafe, William H. (1971), Ph.D. (Columbia), Associate Professor of History, 820 Tinkerbell Road, Chapel Hill, N.C.
- ⁴⁴Chaiken, Leon E. (1952), M.F. (Cornell), Professor of Forest Management, 2737 Dogwood Road
- ⁴⁵Chan, Moses (1975), Ph.D. (Cornell), Instructor and Research Associate in Physics, 233-A Jackson Circle, Chapel Hill, N.C.
- Chandler, Arthur C., Jr. (1965), M.D. (Duke), Associate Professor of Ophthalmology and Associate in Anatomy, 3508 Cambridge Road
- ⁴⁶Chapman, John Brian (1975), Ph.D. (Monash), Visiting Associate Professor of Physiology and Pharmacology, Apartment E-23, 2112 Broad Street
- ⁴⁷Charlesworth, James H. (1969), Ph.D. (Duke), Associate Professor of Religion, 4022 West Cornwallis Road
- Chen, James T. T. (1965), M.D. (National Defense Med. Center, Taipei, Taiwan), Professor of Radiology, 2528 Sevier Street
- Chestnut, Donald B. (1965), Ph.D. (California Inst. of Tech.), Professor of Chemistry, 4404 Malvern Road
- Cheung, Kwok-Sing (1974), Ph.D. (Saskatchewan), Assistant Medical Research Professor of Pediatrics, 3716 Suffolk Street
- Christakos, Arthur C. (1963), M.D. (South Carolina), Professor of Obstetrics and Gynecology and Associate Professor of Community Health Sciences, 3102 Surry Road
- Christensen, Norman L., Jr. (1973), Ph.D. (California at Santa Barbara), Assistant Professor of Botany, 2909 Omah Street
- Christie, George C. (1967), S.J.D. (Harvard), Professor of Law, Apartment 26-J, 2836 Chapel Hill Road
- ⁴⁸Chuang, Ronald Yan-li (1972), Ph.D. (California at Davis), Assistant Professor of Experimental Medicine and Assistant Professor of Pharmacology, Apartment 7-D, 610 LaSalle Street
- Ciompi, Giorgio (1964), M.A. (Paris Conservatory), Artist in Residence in the Department of Music, 3614 Westover Road
- Clapp, James R. (1963), M.D. (North Carolina), Professor of Medicine and Associate Professor of Physiology, 4030 King Charles Road
- Clark, Howard (1968), Ph.D. (Maryland), Professor of Biomedical Engineering and Materials Science, 19 Oak Drive
- Clark, William W., III (1976), Ph.D. (Duke), Instructor and Research Associate in Physics, 1608 North Duke Street
- Clarke, Edmund M., Jr. (1976), Ph.D. (Cornell), Assistant Professor of Computer Science, Apartment 22, 18 Balmoray Court

³⁸ Sabbatical leave, fall 1976-77.

³⁹ Sabbatical leave 1-1-76 through 12-31-76.

⁴⁰ Sabbatical leave, spring 1976-77.

⁴¹ Sabbatical leave 1976-77.

⁴² Through 8-31-76.

⁴³ Through 2-1-76.

⁴⁴ Leave of absence, fall 1976-77.

⁴⁵ Through 8-31-76.

⁴⁶ Through 2-29-76.

⁴⁷ Sabbatical leave, fall 1976-77.

⁴⁸ Through 11-30-76.

- Cleaveland, Frederic N. (1971), Ph.D. (Princeton), Professor of Political Science, 1822 North Lake Shore Drive, Chapel Hill, N.C.
- Cleveland, William Porter (1972), Ph.D. (Wisconsin), Assistant Professor of Community Health Sciences, 2020 Sunset Avenue
- Clifford, Edward (1965), Ph.D. (Minnesota), Professor of Medical Psychology in the Department of Psychiatry, Professor of Medical Psychology in the Department of Surgery, and Lecturer in Psychology, 2535 Sevier Street
- Clippinger, Frank W. (1957), M.D. (Washington), Professor of Orthopaedic Surgery, 3514 Rugby Road
- ⁴⁹Clubbe, John L. E. (1966), Ph.D. (Columbia), Associate Professor of English, 3729 Swathmore Road
- Clum, John M. (1966), Ph.D. (Princeton), Associate Professor of English, 416 Morrene Road
- Cobb, Frederick R. (1971), M.D. (Mississippi), Assistant Professor of Medicine and Associate in Physiology, 3723 Suffolk Street
- Cocks, Franklin H. (1972), Sc.D. (Massachusetts Inst. of Tech.), Professor of Mechanical Engineering and Materials Science, 2960 Friendship Road
- Cohen, Harvey Jay (1971), M.D. (State Univ. of New York), Associate Professor of Medicine, 2811 Friendship Circle
- Cohen, Kalman J. (1974), Ph.D. (Carnegie-Mellon), Distinguished Bank Research Professor and Professor of Business Administration, 2312 Honeysuckle Court, Chapel Hill, N.C.
- Coie, John (1968), Ph.D. (California at Berkeley), Associate Professor of Psychology, 2801 Dogwood Road
- ⁵⁰Colacino, James M. (1973), Ph.D. (State Univ. of New York at Buffalo), Temporary Assistant Professor of Zoology, Apartment 87-C, 3022 Chapel Hill Road
- Cole, T. Boyce (1969), M.D. (North Carolina), Associate Professor of Otolaryngology, 3711 Bentley Drive
- Collins, F. Farrell, Jr. (1976), M.D. (Vermont), Associate in Medicine, Apartment 5-D, 624 LaSalle Street
- Collins, Jeffrey J. (1974), Ph.D. (Harvard), Assistant Professor of Experimental Surgery and Assistant Professor of Microbiology and Immunology, 306-A Estes Drive, Chapel Hill, N.C.
- ⁵¹Colton, Joel G. (1947), Ph.D. (Columbia), Professor of History, 215 East 68th Street, New York, N.Y.
- Colver, Robert Merle (1953), Ed.D. (Kansas), Associate Professor of Education, 2720 Circle Drive
- Connolly, John L., Jr. (1974), Ph.D. (Pennsylvania), Assistant Professor of Art, 107 Pinecrest Road
- Convery, Frank (1971), Ph.D. (State Univ. of New York), Associate Professor of Forest Resource Economics in the School of Forestry and Environmental Studies, 2315 Wilson Street
- ⁵²Cook, Philip J. (1973), Ph.D. (California at Berkeley), Assistant Professor of Policy Sciences and Economics, 145 Windsor Circle, Chapel Hill, N.C.
- Cook, Wesley A. Jr. (1971), M.D. (Oregon), Associate Professor of Neurosurgery, 2006-C Jersey Avenue
- Coppedge, Hallie M. (1966), M.S.W. (North Carolina at Chapel Hill), Associate in Psychiatric Social Work, 3435 Cromwell Road
- Cordle, Thomas Howard (1950), Ph.D. (Yale), Professor of Romance Languages, 916 West Markham Avenue
- Corless, Joseph M. (1972), Ph.D., M.D. (Duke), Assistant Professor of Anatomy and Associate in Ophthalmology, 2326 Glendale Avenue
- Corless, Roger J. (1970), Ph.D. (Wisconsin), Associate Professor of Religion, Apartment 10-B, 1600 Anderson Street
- Corrie, Bruce A. (1965), Ph.D. (Indiana), Associate Professor of Physical Education, 3223 Haddon Road
- Costanzo, Philip (1968), Ph.D. (Florida), Associate Professor of Psychology, 406 Lyons Road, Chapel Hill, N.C.
- Costello, Martin J. (1975), Ph.D. (Duke), Assistant Medical Research Professor of Anatomy, 404 East Markham Avenue
- Costlow, John D. (1959), Ph.D. (Duke), Professor of Zoology, 201 Ann Street, Beaufort, N.C.
- Counce, Sheila J. (1968), Ph.D. (Edinburgh), Associate Professor of Anatomy, 3101 Camelot Court
- Cox, Edwin B. (1975), M.D. (Duke), Associate in Medicine, 630 Starmont Drive
- Cox, Robert Calvin (1942), M.A. (Columbia), Associate Professor of Physical Education, 1913 University Drive
- ⁵³Craig, Linda C. (1972), M.S.N. (North Carolina at Chapel Hill), Assistant Professor of Nursing, 2414 West Club Boulevard
- Crapo, James D. (1976), M.D. (Rochester), Assistant Professor of Medicine, 5908 Marble Drive
- Creasman, William T. (1970), M.D. (Baylor), Associate Professor of Obstetrics and Gynecology, 2944 Friendship Road
- Crenshaw, Marion Carlyle (1964), M.D. (Duke), E. C. Hamblen Professor of Family Planning and Reproductive Medicine and Assistant Professor of Pediatrics, 5501 Roxboro Road
- Cresswell, Peter (1973), Ph.D. (Univ. of London), Assistant Professor of Immunology, 2621 Augusta Drive

⁴⁹ Through 8-31-76.

⁵⁰ Through 5-31-76.

⁵¹ Leave of absence 9-1-74 through 8-31-79.

⁵² Leave of absence, fall 1976-77.

⁵³ Through 8-31-76.

- Cromer, John A. (1975), Ph.D. (North Dakota), Assistant Medical Research Professor of Anesthesiology, 508 Rippling Stream Road
- Crovitz, Elaine K. (1964), Ph.D. (Duke), Associate Professor of Medical Psychology in the Department of Psychiatry, Lecturer in Psychology, and Associate in Urology, 2745 Montgomery Street
- Crovitz, Herbert (1963), Ph.D. (Duke), Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology, 3600 Tremont Drive
- Crumbliss, Alvin L. (1970), Ph.D. (Northwestern), Associate Professor of Chemistry, 2826 Stuart Drive
- ⁵⁴Culberson, William L. (1955), Ph.D. (Wisconsin), Professor of Botany, Route 7, George King Road
- Currie, William D. (1967), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Radiology, 3611 Randolph Road
- Currier, Barry A. (1976), J.D. (South Carolina), Visiting Assistant Professor of Law, 3203 Cromwell Road
- Cushman, Robert Earl, (1945), B.D., Ph.D. (Yale), L.H.D., Research Professor of Systematic Theology, 2719 Spencer Street
- Cusson, Ronald Y. (1970), Ph.D. (California Inst. of Tech.), Associate Professor of Physics, 241 Seminole Drive, Chapel Hill, N.C.
- Daffner, Richard H. (1976), M.D. (State Univ. of New York at Buffalo), Assistant Professor of Radiology, 3442 Rugby Road
- ⁵⁵Dajani, Jarir S. (1971), Ph.D. (Northwestern), Associate Professor of Civil Engineering and Associate Professor of Environmental Studies in the School of Forestry and Environmental Studies, 3605 Suffolk Street
- ⁵⁶Damon, William W. (1970), Ph.D. (Cornell), Assistant Professor of Business Administration, 5600 Woodberry Road
- Daniels, Charles A. (1970), Ph.D. (Duke), M.D. (Vanderbilt), Associate Professor of Pathology, 4 Sylvan Road
- ⁵⁷Danos, Michael (1976), Ph.D. (Heidelberg), Visiting Professor of Physics, Apartment 29-B, 3231 Shannon Road
- Davenport, Ollie B. (1961), M.S.N. (Western Reserve), Assistant Professor of Nursing, 905 West Knox Street
- ⁵⁸Davidson, Jack Dougan (1970), M.D. (Columbia), Associate Professor of Radiology, 3506 Westover Road
- Davies, David George (1961), Ph.D. (California at Los Angeles), Professor of Economics, 2631 McDowell Road
- Davies, William David (1966), D.D. (Wales), George Washington Ivey Professor of Advanced Studies in New Testament and Research in Christian Origins in the Divinity School, 228 Monticello Avenue
- ⁶⁰Davis, Calvin D. (1962), Ph.D. (Indiana), Professor of History, 907 Monmouth Avenue
- Davis, David A. (1971), M.D. (Vanderbilt), Professor of Anesthesiology, Kings Mill Road, Chapel Hill N.C.
- ⁶¹Davis, Gifford (1930), Ph.D. (Harvard), Professor of Romance Languages, 2248 Cranford Road
- Davis, Guy C., Jr. (1975), Ph.D., M.D. (Emory), Assistant Professor of Anesthesiology, 2420 Alpine Road
- Davis, James Norman (1972), M.D. (Cornell), Assistant Professor of Medicine (Neurology), 3509 Suffolk Street
- Davis, Lucy Tolbert (1969), Ed.D. (Columbia), Associate Professor of Education and Clinical Associate in Therapeutic Education, Department of Psychiatry, 705 Gimghoul Road, Chapel Hill, N.C.
- Davis, Ron W. (1970), Ed.D. (Columbia), Associate in Community Health Sciences, 705 Gimghoul Road, Chapel Hill, N.C.
- Davis, Walter Etchells (1972), M.D. (Duke), Assistant Professor of Medicine, 3815 St. Marks Road
- Dawson, Jeffrey R. (1972), Ph.D. (Case Western Reserve), Assistant Professor of Immunology, 902 Clarion Drive
- Day, Eugene Davis (1962), Ph.D. (Delaware), Professor of Immunology, Professor of Experimental Surgery and Professor of Chemistry, 2727 McDowell Road
- Dearlove, Judith E. (1976), Ph.D. (Virginia), Assistant Professor of English, 1028 Monmouth Avenue
- Decker, Peter R. (1975), Ph.D. (Columbia), Assistant Professor of Policy Sciences and History, 1607 Heritage Court
- Dees, John Essary (1939), M.D. (Virginia), Professor of Urology, 413 Carolina Circle
- Dees, Susan Coons (1939), M.D. (Johns Hopkins), Professor of Pediatrics, 413 Carolina Circle
- Delaney, Thomas Jeremiah (1974), M.S. (Naval Postgraduate School), Assistant Professor of Health Administration, 1602 Stacy Drive
- Dellinger, David C. (1968), Ph.D. (Stanford), Associate Professor of Business Administration, 19 Heath Place
- Dellinger, Walter E., III (1969), LL.B. (Yale), Professor of Law, 513 Franklin Street, Chapel Hill, N.C.

⁵⁴ Sabbatical leave, fall 1976-77.

⁵⁵ Through 8-31-76.

⁵⁶ Through 8-31-76.

⁵⁷ Through 4-30-76.

⁵⁸ Leave of absence 9-1-76 through 8-31-77.

⁵⁹ Through 10-1-76.

⁶⁰ Sabbatical leave, fall 1976-77.

⁶¹ Retired 8-31-76.

- Delson, Jeffrey H. (1975), Ph.D. (New Mexico State Univ.), Temporary Assistant Professor of Zoology, Route 8, Box 345-A
- De Lucia, Frank (1969), Ph.D. (Duke), Associate Professor of Physics, 4335 Sterling Drive
- ⁶²deMarchi, Neil B. (1971), Ph.D. (Australian National Univ.), Associate Professor of Economics, 2437 Sedgefield Drive, Chapel Hill, N.C.
- ⁶³DeMaria, William J. (1951), M.D. (Duke), Professor of Pediatrics, 1126 Woodburn Road
- DeMott, Deborah (1975), J.D. (New York Univ.), Assistant Professor of Law, 1708 Curtis Road, Chapel Hill, N.C.
- DeNeef, A. Leigh (1969), Ph.D. (Pennsylvania), Associate Professor of English, 2818 Erwin Road
- Dennis, Vincent W. (1973), M.D. (Georgetown), Assistant Professor of Medicine, 3806 Hillgrand Drive
- Dent, Sara Jamison (1965), M.D. (South Carolina), Professor of Anesthesiology, Route 4, Box 526, Hillsborough, N.C.
- Dery, Gretchen J. (1969), M.S. (Catholic Univ.), Assistant Professor of Nursing, 1329 Clermont Drive
- Deubner, David C. (1975), M.D. (Rochester), Assistant Professor of Community Health Sciences, 706 East Forest Hills Boulevard
- Diamond, Irving T. (1958), Ph.D. (Chicago), James B. Duke Professor of Psychology, Professor of Physiology, and Lecturer in Anatomy, Route 1, Box 151-B, Pittsboro, N.C.
- Di Bona, Joseph (1967), Ph.D. (California at Berkeley), Associate Professor of Education, Route 1, Box 306, Timberlake, N.C.
- Dickens, Robert L. (1949), M.S. (North Carolina at Chapel Hill), C.P.A., LL.D., Professor of Accounting in the Department of Management Sciences, 2717 Circle Drive
- diCoccia, Joseph (1975), Ph.D. (Duke), Assistant Professor of History, 408 Hammond Avenue
- Diehl, Kenneth Robert (1972), D.M.D. (Harvard), Assistant Professor of Orthodontics in the Department of Surgery, 2961 Welcome Drive
- Dietz, Alice E. (1970), M.P.H. (North Carolina), Assistant Professor of Nursing, 1705 Allard Road, Chapel Hill, N.C.
- Dilley, William G. (1976), Ph.D. (California at Berkeley), Assistant Professor of Experimental Surgery, 603 Surry Road, Chapel Hill, N.C.
- Dirlik, Arif (1971), Ph.D. (Rochester), Assistant Professor of History, 2101 Strebor Road
- Dorr, Darwin (1975), Ph.D. (Florida State), Associate Professor of Medical Psychology in the Department of Psychiatry, 54 Briarwood Road, Asheville, N.C.
- ⁶⁴Dorsey, Frank C. (1971), Ph.D. (Duke), Assistant Professor of Community Health Sciences and Assistant Professor of Pathology, 204 Forestwood Drive
- Doss, George W. (1976), M.D. (Texas), Clinical Associate in Psychiatry, 510 Windsor Road, Asheville, N.C.
- Douglass, Fenner (1974), M.Mus. (Oberlin Coll.), Professor of Music, 1516 Woodburn Road
- Dreznar, Marc K. (1975), M.D. (Pittsburgh), Assistant Professor of Medicine, 4629 Pinedale Drive
- ⁶⁵Duffey, Bernard I. (1963), Ph.D. (Ohio State), Professor of English, 2732 Dogwood Road
- ⁶⁶Dugan, Fortune A. (1975), M.D. (Louisiana State), Associate in Medicine, 5415 Old Well Street
- Duke, Kenneth Lindsay (1940), Ph.D. (Duke), Associate Professor of Anatomy, 2736 McDowell Road
- Dunlap, Connie R. (1975), A.M.L.S. (Michigan), Professor in the Faculty of Arts and Sciences and University Librarian, 4132 Cobblestone Place
- Duran, Walter N. (1974), Ph.D. (Catholic Univ., Chile), Assistant Medical Research Professor of Physiology and Assistant Medical Research Professor of Experimental Surgery, Apartment 13-F, 3301 Shannon Road
- Durden, Robert F. (1952), Ph.D. (Princeton), Professor of History, 2532 Wrightwood Avenue
- Dutton, John A. (1975), M.S. (Ohio State), Professor of Aerospace Studies, 3700 Sandy Ridge Lane
- Dvorak, George Jiri (1967), Ph.D. (Brown), Professor of Civil Engineering, 2956 Friendship Road
- Dyer, Allen R. (1976), M.D. (Duke), Assistant Professor of Psychiatry and Assistant Professor of Community Health Sciences, 930 West Markham Avenue
- Easley, Ronald B. (1975), M.D., Ph.D. (Oklahoma), Assistant Professor of Medicine, Route 2, Box 405-A
- Eckle, Elaine M. (1971), (North Carolina at Chapel Hill), Assistant Professor of Physical Therapy, 309 Lindsay Street, Carrboro, N.C.
- Eckerman, Carol O. (1972), Ph.D. (Columbia), Assistant Professor of Psychology, 301 Hoot Owl Lane, Chapel Hill, N.C.
- Eddy, Ruth Buchanan (1952), M.S. (Smith), Associate Professor of Physical Education, 702 Louise Circle
- ⁶⁷Edwards, Curtis Drew (1972), Ph.D. (Florida State), Assistant Professor of Medical Psychology in the Department of Psychiatry, Associate in Pediatrics and Lecturer in Psychology, 906 West Maynard Avenue

⁶² Leave of absence 1976-77.

⁶³ Through 11-1-76.

⁶⁴ Leave of absence 1-1-75 through 12-31-76.

⁶⁵ Sabbatical leave, spring 1976-77.

⁶⁶ Through 6-30-76.

⁶⁷ Through 6-30-76.

- Edwards, Herbert O., Sr. (1974), Ph.D. (Brown), Associate Professor of Black Church Studies in the Divinity School, 2733 Sevier Street
- Edwards, Sam (1974), M.D. (Duke), Assistant Professor of Pediatrics, 3412 Cromwell Road
- Efird, James Michael (1962), Ph.D. (Duke), Associate Professor of Biblical Languages and Interpretations in the Divinity School, 2609 Heather Glen Road
- Elchlepp, Jane G. (1960), Ph.D. (Chicago), M.D. (Iowa), Associate Professor of Pathology, Route 1, Box 77, Cornwallis Road
- Eldridge, Albert F. (1970), Ph.D. (Kentucky), Associate Professor of Political Science, 806 Onslow Street
- Ellinwood, Everett H., Jr. (1966), M.D. (North Carolina at Chapel Hill), Professor of Psychiatry and Assistant Professor of Pharmacology, 3519 Tonbridge Way
- Ellis, George John, III (1970), M.D. (Harvard), Assistant Professor of Medicine, 2743 Sevier Street
- Elsevier, Ernest (1950), M.S.M.E. (Georgia Inst. of Tech.), Associate Professor of Mechanical Engineering, 2412 Wrightwood Avenue
- ⁶⁸Entmacher, Michael S. (1975), M.D. (Duke), Associate in Medicine, 829 Chalice Street
- Erickson, Carl (1966), Ph.D. (Rutgers), Professor of Psychology, 106 Newell Street
- ⁶⁹Erickson, Harold P. (1970), Ph.D. (Johns Hopkins), Associate Professor of Anatomy, 1108 Minerva Avenue
- Erickson, Robert P. (1961), Ph.D. (Brown), Professor of Psychology and Associate Professor of Physiology, 238-C Terry Road, Route 1, Hillsborough, N.C.
- Erwin, Charles W. (1969), M.D. (Texas), Adjunct Associate Professor of Psychiatry, 15 Scott Place
- Espejo, Jose A. (1975), Ph.D. (Columbia), Assistant Professor of Business Administration, Apartment 13-D, 200 Seven Oaks Road
- Estes, E. Harvey, Jr. (1953), M.D. (Emory), Professor of Community Health Sciences and Professor of Medicine, 3542 Hamstead Court
- Evans, Evan A. (1973), Ph.D. (California at San Diego), Associate Professor of Biomedical Engineering and Assistant Professor of Experimental Orthopaedics, 808 West Cornwallis Road
- Evans, Lawrence E. (1963), Ph.D. (Johns Hopkins), Associate Professor of Physics, 1020 Demerius Street
- ⁷⁰Everett, John Wendell (1932), Ph.D. (Yale), Professor of Anatomy, 1105 Woodburn Road
- Everett, Robinson Oscar (1956), LL.M. (Duke), Professor of Law, 601-A LaSalle Street
- Evers, Jean M. (1974), Ph.D. (Indiana), Assistant Professor of Sociology, 145 Windsor Circle, Chapel Hill, N.C.
- Evers, Mark (1973), Ph.D. (Michigan), Assistant Professor of Sociology, 145 Windsor Circle, Chapel Hill, N.C.
- Fairbank, Henry A. (1962), Ph.D. (Yale), Professor of Physics, 1515 Pinecrest Road
- Falcone, Carmen M. (1946), M.A. (Ohio State), Professor of Physical Education, 1402 Woodburn Road
- Falcone, David J. (1975), Ph.D. (Duke), Assistant Professor of Health Administration and Assistant Professor of Political Science, Apartment 8, 2029 Bedford Street
- Falletta, John M. (1976), M.D. (Kansas), Assistant Professor of Pediatrics, 803 Cedar Falls Road, Chapel Hill, N.C.
- Farmer, Joseph C., Jr. (1971), M.D. (Duke), Associate Professor of Otolaryngology, 3020 Harriman Avenue
- Farris, Donn Michael (1959), M.Div. (Duke), Professor of Theological Bibliography in the Divinity School, 921 Buchanan Boulevard
- ⁷¹Faschingbauer, Thomas R. (1973), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Medical Psychology in the Department of Psychiatry, 118-C North Ridge Drive, Asheville, N.C.
- Fein, John Morton (1950), Ph.D. (Harvard), Professor of Romance Languages, 2726 Montgomery Street
- Feldman, Jerome (1968), M.D. (Northwestern), Associate Professor of Medicine, 2744 Sevier Street
- ⁷²Fellows, Robert E. (1966), M.D. (McGill), Ph.D. (Duke), Associate Professor of Physiology and Assistant Professor of Medicine, Route 3, Box 67A, Hillsborough, N.C.
- Ferguson, Arthur Bowles (1939), Ph.D. (Cornell), Professor of History, 22 Lebanon Circle
- ⁷³Ferguson, Earl W. (1974), Ph.D. (Texas), Associate in Medicine, 2619 Sarah Avenue
- Ferguson, Oliver W. (1957), Ph.D. (Illinois), Professor of English, 1212 Arnette Avenue
- Fetouh, Saleh A. (1972), Dr.P.H. (North Carolina at Chapel Hill), M.D. (Cairo Univ.), Associate in Radiology, 2001 Dartmouth Drive
- Fetter, Bernard F. (1951), M.D. (Duke), Professor of Pathology, 3836 Somerset Drive
- Feussner, John R. (1976), M.D. (Vermont), Associate in Medicine, Apartment 24-G, 1315 Morreene Road
- Filston, Howard C. (1976), M.D. (Western Reserve), Associate Professor of Pediatric Surgery and Associate Professor of Pediatrics, 3618 Stoneybrook Drive
- Fischer, Gregory (1973), Ph.D. (Michigan), Assistant Professor of Policy Sciences and Psychology, 1300 Oakland Avenue

⁶⁸ Through 6-30-76.

⁶⁹ Sabbatical leave 1976-77.

⁷⁰ Retired 8-31-76.

⁷¹ Through 9-1-76.

⁷² Through 6-30-76.

⁷³ Through 11-1-76.

- Fish, Peter G. (1969), Ph.D. (Johns Hopkins), Associate Professor of Political Science, 1006 Urban Avenue
 Fleishman, Joel L. (1971), LL.M. (Yale), Professor of Law, 205 Wood Circle, Chapel Hill, N.C.
 Fletcher, William H. (1974), Ph.D. (California at Berkeley), Assistant Professor of Anatomy, 2012 Woodrow Street
 Flowers, Anne (1972), Ed.D. (Duke), Professor of Education, 2727 Spencer Street
 Flowers, Maxine Rogers (1971), M.S. (Columbia), Associate in Psychiatric Social Work, 128 Pinecrest Road
 Floyd, Walter L. (1959), M.D. (Johns Hopkins), Professor of Medicine, 3556 Hamstead Court
 Fluke, Donald J. (1958), Ph.D. (Yale), Professor of Zoology, 2703 Sevier Street
⁷⁴Fore, Stephen R. (1975), M.D. (Bowman Gray), Associate in Obstetrics and Gynecology, 205 Parkmont Drive, Greensboro, N.C.
 Fortney, Lloyd R. (1964), Ph.D. (Wisconsin), Associate Professor of Physics, 2 Scott Place
 Fortune, Ellen Gwendolyn (1964), M.A. (Western Reserve), Professor of Nursing, 5203 Shady Bluff Street
 Forward, Richard (1971), Ph.D. (California at Santa Barbara), Assistant Professor of Zoology, 414 Ann Street, Beaufort, N.C.
 Foster, Derrell V. (1974), Ph.D. (Texas), Assistant Professor of Computer Science, 236 North Building
 Fowler, John Alvis (1953), M.D. (Bowman Gray), Professor of Psychiatry and Lecturer in Education, 2721 Spencer Street
 Fowlie, Wallace (1964), Ph.D. (Harvard), James B. Duke Professor of Romance Languages, Apartment 17-D, 2820 Chapel Hill Road
 Fox, Richard G. (1968), Ph.D. (Michigan), Professor of Anthropology, 1601 Kent Street
 Fridovich, Irwin (1958), Ph.D. (Duke), James B. Duke Professor of Biochemistry, 3517 Courtland Drive
⁷⁵Friedberg, Ruth Crane Erickson (1972), M.A. (North Carolina at Chapel Hill), Assistant Professor of Music, 3501 Hamstead Court
 Friedl, Ernestine (1973), Ph.D. (Columbia), Professor of Anthropology, 3080 Colony Road
 Friedman, Zvi (1975), Ph.D. (Tel-Aviv University), Visiting Assistant Professor of Physics, Apartment 206, 3520 Mayfair Street
 Friedrich, John A. (1963), Ph.D. (Michigan State), Professor of Physical Education, 2953 Welcome Drive
 Frothingham, Thomas Eliot (1973), M.D. (Harvard), Professor of Pediatrics and Professor of Community Health Sciences, 2604 McDowell Road
 Fuchs, James C. A. (1974), M.D. (Johns Hopkins), Burroughs Wellcome Assistant Professor of Surgery and Burroughs Wellcome Assistant Professor of Pharmacology, 3920 Dover Road
 Fulkerson, Conrad C. (1974), M.D. (Missouri), Associate in Medicine, 2712 Legion Avenue
⁷⁶Funder, Jorgen (1975), M.D. (Copenhagen), Visiting Associate Professor of Physiology, 514 Morgan Creek Road, Chapel Hill, N.C.
 Furbish, William J. (1954), M.S. (Wisconsin), Associate Professor of Geology, Route 2, Box 31, Hillsborough, N.C.
 Gaede, Jane T. (1974), M.D. (Duke), Assistant Professor of Pathology, P.O. Box 747, Hillsborough, N.C.
⁷⁷Gaines, Kathryn Anne (1973), M.S.N. (Florida), Assistant Clinical Professor of Nursing, 30 Pinehurst Road, Asheville, N.C.
 Gall, Stanley A. (1973), M.D. (Minnesota), Associate Professor of Obstetrics and Gynecology, 3902 St. Marks Road
 Gallagher, John J. (1974), M.D. (Georgetown), Assistant Professor of Medicine, 401 Lakeshore Lane, Chapel Hill, N.C.
 Gallemore, Johnnie L., Jr. (1969), M.D. (Emory), J.D. (Duke), Associate Professor of Psychiatry, 2945 Friendship Road
 Gallie, Thomas Muir, Jr. (1954-55, 1956), Ph.D. (Rice), Professor of Computer Science, 2740 Montgomery Street
 Gallien, Maudie Elaine (1976), M.S. (Alabama), Instructor in Nursing, 102 Pinegate Circle, Apt. 2, Chapel Hill, N.C.
 Gallis, Harry A. (1973), M.D. (Duke), Associate in Medicine and Associate in Microbiology and Immunology, 4007 Hillgrand Drive
 Garbutt, John T. (1969), M.D. (Temple), Assistant Professor of Medicine, 3836 Churchill Circle
 Garcí-Gómez, Miguel (1973), Ph.D. (Catholic Univ.), Associate Professor of Romance Languages, 1108 Stonehedge Avenue
 Garg, Devendra P. (1972), Ph.D. (New York Univ.), Professor of Mechanical Engineering, 324 Smith Drive
 Gasswint, Charles David (1972), Ph.D. (Oklahoma), Associate in Medical Psychology in the Department of Psychiatry and Part-time Lecturer in Psychology, 2204 University Drive
 Gavins, Raymond (1970), Ph.D. (Virginia), Associate Professor of History, 2227 Emerson Place
 Gebel, Peter (1973), M.D. (Harvard), Assistant Professor of Medicine, 2905 Friendship Road

⁷⁴ Through 3-1-76.

⁷⁵ Through 2-29-76.

⁷⁶ Through 8-31-76.

⁷⁷ Through 11-1-75.

- Gehlbach, Stephen H. (1976), M.D. (Case Western Reserve), Assistant Professor of Community Health Sciences (Epidemiology) and Associate in Pediatrics, 2717 Royster Road, Raleigh, N.C.
- Gehman, Ila H. (1959), Ed.D. (Pennsylvania State), Associate Professor of Medical Psychology in the Department of Psychiatry, Lecturer in Psychology, and Lecturer in Education, 2703 Spencer Street
- Gehman, W. Scott, Jr. (1954), Ph.D. (Pennsylvania State), Professor of Psychology in Education, 2703 Spencer Street
- Gehweiler, John A. (1967), M.D. (Duke), Associate Professor of Radiology, 3551 Hamstead Court
- Gelein, Janet Gay (1970), M.S. (Duke), Assistant Professor of Nursing, Route 7, Box 269A
- ⁷⁸Gentry, W. Doyle (1969), Ph.D. (Florida State), Professor of Medical Psychology in the Department of Psychiatry, Associate Professor of Medical Psychology in Orthopaedic Surgery, and Lecturer in Psychology, 212 Brook Lane
- ⁷⁹George, Rhett Truesdale, Jr. (1957), Ph.D. (Florida), Assistant Professor of Electrical Engineering, Route 4, Box 431, Hillsborough, N.C.
- Georgiade, Nicholas G. (1951), D.D.S., M.D. (Duke), Professor of Plastic, Maxillofacial, and Oral Surgery, 2523 Wrightwood Avenue
- Gerber, Gerald E. (1962), Ph.D. (Northwestern), Associate Professor of English, 3115 Stanford Drive
- Gerhart, Susan (1973), Ph.D. (Carnegie-Mellon), Assistant Professor of Computer Science, Apartment 42, 4100 Five Oaks Drive
- Gianturco, Daniel T. (1966), M.D. (Buffalo), Professor of Psychiatry and Assistant Professor of Community Health Sciences, 2925 Friendship Road, Chapel Hill, N.C.
- Gilbert, David B. (1972), M.D. (Colorado), Assistant Professor of Medicine, 3212 Pinafore Drive
- Gillespie, Hal G. (1971), M.D. (Med. Coll. of South Carolina), Assistant Clinical Professor of Psychiatry, Route 1, Box 482, Weaverville, N.C.
- Gillham, Nicholas W. (1968), Ph.D. (Harvard), Professor of Zoology, 1211 Woodburn Road
- Ginsburg, Paul B. (1976), Ph.D. (Harvard), Associate Professor of Policy Sciences, 112 Hunterhill Road, Chapel Hill, N.C.
- ⁸¹Githens, Sherwood, Jr. (1962), Ph.D. (North Carolina at Chapel Hill), Professor of Education, 4427 Chapel Hill Road
- Glander, Kenneth E. (1975), Ph.D. (Chicago), Assistant Professor of Anthropology, 2527 Vesson Avenue
- Glenn, James F. (1963), M.D. (Duke), Professor of Urology, 27 Oak Drive
- Golding, Martin P. (1976), Ph.D. (Columbia), Professor of Philosophy, 3011 Buckingham Road
- Goldner, Joseph Leonard (1950), M.D. (Nebraska), Professor of Orthopaedic Surgery, 602 East Forest Hills Boulevard
- Goldsmith, Lowell A. (1973), M.D. (Downstate Med. Center, New York), Associate Professor of Medicine (Dermatology), 2932 Welcome Drive
- Gollberg, Harold R. (1972), M.D. (Texas), Associate in Psychiatry, 73 West Kensington, Asheville, N.C.
- Gooding, Linda R. (1974), Ph.D. (Cornell), Assistant Professor of Immunology, Apartment A-6, 3600 Tremont Drive
- Goodling, Richard A. (1959), Ph.D. (Pennsylvania State), Professor of Pastoral Psychology in the Divinity School, Route 7, Box 308, Farrington Road
- Goodrich, Jack K. (1965), M.D. (Tennessee), Professor of Radiology, 2940 Welcome Drive
- Goodwin, Crauford D. (1962), Ph.D. (Duke), James B. Duke Professor of Economics, 2256 Cranford Road
- Goodwyn, Lawrence C. (1971), Ph.D. (Texas), Associate Professor of History and Senior Research Associate in the Center for Southern Studies, 2906 Welcome Drive
- Gordy, Walter (1946), Ph.D. (North Carolina at Chapel Hill), LL.D., James B. Duke Professor of Physics, 2521 Perkins Road
- Goree, John A. (1959), M.D. (Duke), Professor of Radiology, Route 7, Box 223A
- Goshaw, Alfred T. (1973), Ph.D. (Wisconsin), Assistant Professor of Physics, Hills of New Hope, R.R. #2, Chapel Hill, N.C.
- Grabowski, Henry G. (1972), Ph.D. (Princeton), Professor of Economics, 2423 Rosewood Court, Chapel Hill, N.C.
- Graedon, Teresa (1975), Ph.D. (Michigan), Assistant Professor of Anthropology in the School of Nursing and Adjunct Assistant Professor of Anthropology, 2224 Elba Street
- ⁸²Graham, Daniel A. (1969), Ph.D. (Duke), Associate Professor of Economics, Apartment 4-G, 632 LaSalle Street
- Graham, Doyle G. (1970), Ph.D., M.D. (Duke), Assistant Professor of Pathology, 816 Watts Street
- Gratz, Pauline (1969), Ed.D. (Columbia), Professor of Human Ecology in Nursing, 220 Dacian Avenue
- ⁸³Green, James Clifford (1971), M.D. (Illinois), Assistant Professor of Psychiatry, 32 Robinhood Road, Asheville, N.C.
- Green, Robert Lee, Jr. (1960), M.D. (Hahnemann), Professor of Psychiatry, 2300 Whitley Drive

⁷⁸ Sabbatical leave, 7-1-76 through 12-31-76.

⁷⁹ Sabbatical leave, spring 1976-77.

⁸⁰ Sabbatical leave, spring 1976-77.

⁸¹ Retired 8-31-76.

⁸² Sabbatical leave 1976-77.

⁸³ Through 6-13-76.

- Green, Robert W. (1973), Ph.D. (Hawaii), Associate in Experimental Surgery, 1610 Sycamore Street
- Greene, Ronald C. (1958), Ph.D. (California Inst. of Tech.), Associate Professor of Biochemistry, 1014 Norwood Avenue
- Greenfield, Joseph C. (1962), M.D. (Emory), Professor of Medicine and Assistant Professor of Physiology, 1212 Virginia Avenue
- Gregg, John R. (1957), Ph.D. (Princeton), Professor of Zoology, 3702 Randolph Road
- Gregg, Robert C. (1974), Ph.D. (Pennsylvania), Assistant Professor of Patristics and Medieval Church History in the Divinity School, 218 Vance Street, Chapel Hill, N.C.
- Gregory, Jean Flynn (1973), M.S.W. (Connecticut), Associate in Psychiatric Social Work in the Department of Psychiatry, 2413 Prince Street
- Griffin, James R., Jr. (1974), M.S. (Southern California), Visiting Assistant Professor of Aerospace Studies, 611-D Hibbard Drive, Chapel Hill, N.C.
- ⁸⁴Griffith, John Francis (1969), M.D. (Saskatchewan Univ.), Associate Professor of Pediatrics and Associate Professor of Medicine, 1415 North Gregson Street
- Grimes, John H. (1970), M.D. (Northwestern), Associate Professor of Urology, 3420 Sheridan Drive
- ⁸⁵Grimson, Keith Sanford (1930-42; 1945), M.D. (Rush), Professor of Surgery, 3313 Devon Road
- Grosch, William Neil (1974), M.D. (Albany), Associate in Psychiatry, Apartment 3-D, 311 South LaSalle Street
- Gross, Samson R. (1960), Ph.D. (Columbia), Professor of Genetics and Biochemistry, 2411 Prince Street
- Grossman, Herman (1971), M.D. (Columbia), Professor of Radiology and Professor of Pediatrics, 405 Lakeshore Lane, Chapel Hill, N.C.
- Grufferman, Seymour (1976), M.D. (State Univ. of New York), Assistant Professor of Community Health Sciences (Epidemiology) and Assistant Professor of Pediatrics, Apartment 24, 2330 Hilton Avenue
- Grzybowski, Kazimierz (1967), S.J.D. (Harvard), Professor of Political Science and Part-time Professor in the Law School, 2605 University Drive
- Guild, Walter Rufus (1960), Ph.D. (Yale), Professor of Biophysics, 2625 McDowell Road
- ⁸⁶Gunn, Robert B. (1971), M.D. (Harvard), Visiting Assistant Professor of Physiology and Pharmacology, 3408 Cromwell Road
- Gunnells, J. Caulie (1962), M.D. (South Carolina), Professor of Medicine, 3317 Devon Road
- ⁸⁷Gut, Allan (1975), Ph.D. (Uppsala Univ., Sweden), Visiting Associate Professor of Mathematics, 2956 Friendship Road
- Gutknecht, John (1969), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Physiology and Pharmacology, 123 Crescent Drive, Beaufort, N.C.
- Gutknecht, William F. (1971), Ph.D. (Purdue), Assistant Professor of Chemistry, Apartment 83B, 3022 Chapel Hill Road
- Gutman, Laura E. T. (1972), M.D. (Stanford), Assistant Professor of Pediatrics and Assistant Professor of Pharmacology, 2403 Wrightwood Avenue
- Gutman, Robert A. (1971), M.D. (Florida), Associate Professor of Medicine, 2403 Wrightwood Avenue
- Guttman, Norman (1951), Ph.D. (Indiana), Professor of Psychology, 201 West Woodridge Drive
- Habig, Robert L. (1969), Ph.D. (Purdue), Assistant Professor of Clinical Biochemistry, 722 Duluth Street
- Hackel, Donald B. (1960), M.D. (Harvard), Professor of Pathology, 4018 Bristol Road
- Hacker, Herbert, Jr. (1965), Ph.D. (Michigan), Associate Professor of Electrical Engineering, 2739 Montgomery Street
- Hagen, Per-Otto (1970), F.H.W.C. (Watt, Edinburgh, Scotland), Associate Medical Research Professor of Experimental Surgery and Adjunct Assistant Professor of Biochemistry, 1129 Little Creek Road
- Hall, Allen S. (1973), Ph.D. (Ohio State Univ.), Assistant Professor of Speech and Hearing Pathology, Department of Surgery, Apartment B-17, 2112 Broad Street
- Hall, Dwight Hubert (1968), Ph.D. (Purdue), Assistant Medical Research Professor of Biochemistry, 3816 Hillgrand Drive
- Hall, Hugh Marshall (1952), Ph.D. (Texas), Professor of Political Science, 613 Swift Avenue
- Hall, James E. (1974), Ph.D. (California at Riverside), Assistant Professor of Physiology, 28 Lebanon Circle
- Hall, Joanne E. (1972), M.S. (Ohio State Univ.), Associate Professor of Nursing, Route 1, Box 366, Cedar Grove, N.C.
- Hall, Kenneth D. (1958), M.D. (Duke), Professor of Anesthesiology, 2715 Montgomery Street
- Hall, William C. (1970), Ph.D. (Duke), Associate Professor of Anatomy and Associate Professor of Psychology, 129 Pinecrest Road
- ⁸⁸Hallowell, John Hamilton (1942), Ph.D. (Princeton), Litt.D., James B. Duke Professor of Political Science, 3606 Darwin Road
- ⁸⁹Hamilton, Iain (1962), B.M. (London), Mary Duke Biddle Professor of Music, 40 Park Avenue, 19-D, New York, N.Y.

⁸⁴ Through 6-30-76.

⁸⁵ Retired 7-31-76.

⁸⁶ Through 6-30-76.

⁸⁷ Through 7-31-76.

⁸⁸ Sabbatical leave, spring 1977 and fall 1977.

⁸⁹ Sabbatical leave, spring 1976-77.

- Hamilton, John D. (1967), M.D. (Colorado), Assistant Professor of Medicine, 3300 East Oak Drive
 Hammett, Elliott Bryan (1973), M.D. (Duke), Assistant Professor of Psychiatry, Box 75, Polks Landing Station, Chapel Hill, N.C.
 Hammond, Charles B. (1968), M.D. (Duke), Associate Professor of Obstetrics and Gynecology, 2827 McDowell Road
 Hammond, William E. (1968), Ph.D. (Duke), Associate Professor of Community Health Sciences and Associate Professor of Biomedical Engineering, 4000 Forrestdale Drive
 Hammond, W. Michael (1976), M.Ph. (Columbia), Visiting Instructor in Anthropology, 2902 Gretmar Drive
 Han, Moo Young (1967), Ph.D. (Rochester), Associate Professor of Physics, 615 Duluth Street
⁹⁰Handler, Philip (1939), Ph.D. (Illinois), James B. Duke Professor of Biochemistry and Nutrition, 2700 Virginia Avenue, Washington, D.C.
 Handwerger, Stuart (1971), M.D. (Maryland), Associate Professor of Pediatrics and Assistant Professor of Physiology and Pharmacology, 2951 Friendship Road
 Haney, Arthur F. (1976), M.D. (Arizona), Associate in Obstetrics and Gynecology, 818 Anderson Street
⁹¹Hanks, John Kennedy (1954), M.A. (Columbia), Professor of Music and Lecturer in Church Music, 11 Scott Place
 Hansen, John P. (1976), M.D. (Wisconsin), Assistant Professor of Community Health Sciences, 2318 Thunder Road
 Harman, Charles M. (1961), Ph.D. (Wisconsin), Professor of Mechanical Engineering, 2620 McDowell Road
 Harmel, Merel H. (1971), M.D. (Johns Hopkins), Professor of Anesthesiology, 3434 Rugby Road
 Harrelson, John M. (1973), M.D. (Duke), Assistant Professor of Orthopaedics and Associate in Pathology, Route 1, Box 140-A, Bahama, N.C.
 Harris, Cecil Craig (1967), M.S. (Tennessee), Associate Professor of Radiology, 2910 Welcome Drive
 Harris, Harold Joseph (1960), M.D. (Long Island Coll. of Medicine), Associate Professor of Psychiatry and Assistant Professor of Pediatrics, 2628 McDowell Road
 Harris, Jerome Sylvan (1936), M.D. (Harvard), J. Buren Sidbury Professor of Pediatrics and Professor of Biochemistry, Route 2, Box 427-AA, Pleasant Green Road
 Harris, Robert H., Jr. (1974), M.D. (Med. Coll. of Georgia), Assistant Professor of Medicine, 237 Argonne Drive
 Hartwig, Gerald W. (1970), Ph.D. (Indiana), Associate Professor of History, 3324 Rolling Hill Road
 Hartwig, Lynn Cook (1976), M.A. (North Carolina at Chapel Hill), Associate in Community Health Sciences, 2027 Woodrow Street
 Harvey, William John (1961), M.A. (North Carolina at Chapel Hill), Assistant Professor of Physical Education, 5118 Russell Road
 Harwell, George Corbin (1935), Ph.D. (Duke), Associate Professor of English, 2115 Wilson Street
 Hathaway, Albert E. (1970), M.D. (Hahnemann), Associate in Community Health Sciences, 711 Staley Drive, Raleigh, N.C.
 Havighurst, Clark C. (1964), J.D. (Northwestern), Professor of Law and Professor of Community Health Sciences, 3610 Dover Road
⁹²Havrilesky, Thomas (1969), Ph.D. (Illinois), Associate Professor of Economics, 1508 Alabama Avenue
 Hawkins, David Miller (1972), M.D. (Duke), Assistant Professor of Psychiatry, Route 7, Box 195
 Hawkins, Hal K. (1973), Ph.D., M.D. (Duke), Assistant Professor of Pathology, Route 2, Box 407, Chapel Hill, N.C.
 Hawley, Willis D. (1972), Ph.D. (California at Berkeley), Associate Professor of Policy Sciences and Political Science, 1917 South Lake Shore Drive, Chapel Hill, N.C.
 Hayes, Morris L. (1975), M.S. (Rensselaer Polytechnic Institute), Professor of Naval Science, 4124 Cobblestone Drive
 Hedges, Inez Kathleen (1976), Ph.D. (Wisconsin), Assistant Professor of Romance Languages, 712 Underwood Avenue
 Hellmers, Henry (1965), Ph.D. (California at Berkeley), Professor of Botany and Professor of Forestry, 1646 Marion Avenue
⁹³Hellwig, Robert (1976), M.S. (Iowa State), Temporary Instructor in Botany, 3115 Ridge Road
 Hempel, Franklin G. (1973), Ph.D. (Texas), Assistant Professor of Physiology, 1410 Acadia Street
 Henkens, Robert W. (1968), Ph.D. (Yale), Associate Professor of Chemistry, 2116 Pershing Street
 Henry, James Donald (1960), M.M. (Indiana), Assistant Professor of Music, Route 2, Box 516-C
 Henry, Stuart C. (1959), Ph.D. (Duke), Professor of American Christianity in the Divinity School, Apartment K-1-A, 1500 Duke University Road
 Heron, S. Duncan, Jr. (1950), Ph.D. (North Carolina at Chapel Hill), Professor of Geology, 4425 Kerley Road

⁹⁰ Leave of absence 7-1-69 through 6-30-79.

⁹¹ Sabbatical leave, spring 1976-77.

⁹² Sabbatical leave 1976-77.

⁹³ Through 5-31-76.

- Hershfield, Mary Vickers (1976), Ph.D. (Georgetown), Assistant Medical Research Professor of Microbiology, Apartment 15, 2117 Bedford Street
- Hershfield, Michael Steven (1976), M.D. (Pennsylvania), Assistant Professor of Medicine, Apartment 15, 2117 Bedford Street
- Herzog, Frederick L. (1960), Th.D. (Princeton), Professor of Systematic Theology, 2936 Chapel Hill Road
- Hewitt, Donna (1973), M.Nurs. (South Carolina), Assistant Professor of Nursing, 4148 Deepwood Circle
- Heyden, Siegfried (1966), M.D. (Univ. of Berlin), Professor of Community Health Sciences, 2729 Montgomery Street
- Heyman, Albert (1953), M.D. (Maryland), Professor of Medicine, 1216 Woodburn Road
- Heyman, Dorothy K. (1971), M.S.W. (Pennsylvania), Assistant Professor of Psychiatric Social Work, 1216 Woodburn Road
- Hickman, Robert E. (1976), M.D. (Harvard), Associate in Medicine, Apartment F-10, 1829 Front Street
- Hijmans, Jacqueline (1965), M.D. (State Univ., Leiden, Holland), Assistant Professor of Medicine and Instructor in Physiology, Route 2, Box 427-AA, Pleasant Green Road
- Hill, Gale B. (1967), Ph.D. (Duke), Assistant Professor of Obstetrics and Gynecology and Assistant Professor of Microbiology, Route 2, Box 512
- Hill, Robert L. (1961), Ph.D. (Kansas), James B. Duke Professor of Biochemistry, 2510 Perkins Road
- Hilmy, Mehi Ibrahim (1976), Ph.D. (Duke), Visiting Assistant Professor of Physiology, Apartment 5, 1455 New Castle Road
- Hindman, Michael C. (1976), M.D. (Illinois), Associate in Medicine, 3 Pinetree Lane, Route 2, Chapel Hill, N.C.
- Hine, Frederick R. (1958), M.D. (Yale), Professor of Psychiatry, 2317 Prince Street
- Hirschman, Charles (1972), Ph.D. (Wisconsin), Assistant Professor of Sociology, 1810 Glendale Avenue
- ⁹⁴Hobbet, Richard D. (1968), J.D. (Iowa), Professor of Law, 2740 Spencer Street
- Hobbs, Marcus Edwin (1935), Ph.D. (Duke), Professor of Chemistry, 115 Pinecrest Road
- Hodel, Richard Earl (1965), Ph.D. (Duke), Associate Professor of Mathematics, 2729 Circle Drive
- Hogue, Carol Clarke (1963), M.S.N. (Duke), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Nursing and Assistant Professor of Community Health Sciences, 2913 Welcome Drive
- Holley, Irving Brinton, Jr. (1947), Ph.D. (Yale), Professor of History, 2506 Wrightwood Avenue
- ⁹⁵Hollyday, Frederic B. M. (1956), Ph.D. (Duke), Professor of History, 1824 Forest Road
- Holmes, Edward W. (1973), M.D. (Pennsylvania), Assistant Professor of Medicine and Assistant Professor of Biochemistry, 2701 Augusta Drive
- Holsti, Ole R. (1974), Ph.D. (Stanford), George V. Allen Professor of Political Science, 2439 Tilghman Circle, Chapel Hill, N.C.
- Hooper, Donald (1975), M.D. (Jefferson Med. Coll.), Assistant Professor of Anesthesiology, 3526 Hamstead Court
- Hopkins, Everett Harold (1961), A.M. (Pennsylvania), LL.D., Professor of Education, 1520 Pinecrest Road
- Horton, Grace C. (1969), B.S. (Albright), Assistant Professor of Physical Therapy, 8 Greenfield Court
- Horton, Theresa Elizabeth (1964), M.S.N.E. (Pittsburgh), Associate Professor of Nursing, Apartment 3, 810 Clarendon Street
- Hough, Jerry F. (1973), Ph.D. (Harvard), Professor of Political Science and Policy Sciences, 435 Knickerbocker Road, Tenafly, N.J.
- Houpt, Jeffrey L. (1975), M.D. (Baylor), Assistant Professor of Psychiatry, 4533 Hunter's Ridge Trail
- ⁹⁶House, James S. (1970), Ph.D. (Michigan), Associate Professor of Sociology, 1608 Delaware Avenue
- Howard, Emma J. (1974), M.S. (North Carolina at Greensboro), Instructor in Physical Education, 112 Leon Street
- Hsia, Shyuan (1973), Ph.D. (Washington), Assistant Medical Research Professor of Microbiology and Immunology, 1313 Elmset Lane
- Huang, Andrew T. (1971), M.D. (Med. Coll. of National Taiwan Univ.), Assistant Professor of Medicine, 223-B Route 7
- Hudson, William R. (1961), M.D. (Bowman Gray), Professor of Otolaryngology, 504 Compton Place
- Hughes, John S. (1976), Ph.D. (Purdue), Associate Professor of Business Administration, Burris Place, Chapel Hill, N.C.
- Hull, Alexander (1962), Ph.D. (Washington), Associate Professor of Romance Languages, 2318 Prince Street
- Humphrey, Patricia Ann (1972), M.P.H. (North Carolina at Chapel Hill), Assistant Professor of Nursing, 1606 University Drive
- Hunter, David P. (1974), M.P.H. (Pittsburgh), Associate in Community Health Sciences and Associate in Health Administration, 3013 Duke Street
- ⁹⁷Hurlburt, Allan S. (1956), Ph.D. (Cornell), Professor of Education, 112 North Buchanan Boulevard
- Hurn, John E. (1976), Ed.D. (Oklahoma State), Associate in Community Health Sciences, 126 Meadow Drive, Cary, N.C.

⁹⁴ Through 7-31-76.

⁹⁵ Sabbatical leave, spring 1976-77.

⁹⁶ Sabbatical leave, fall 1976-77.

⁹⁷ Leave of absence, spring 1976-77.

- Huse, Mary Martin (1959), Ph.D. (Duke), Assistant Professor of Medical Psychology in the Department of Psychiatry, Lecturer in Psychology, and Associate in Physical Therapy, Route 7, Box 270, Ephesus Church Road
- Hylander, William L. (1971), Ph.D. (Chicago), Associate Professor of Anatomy and Associate Professor of Anthropology, 2806 Legion Avenue
- Idriss, Ziad H. (1976), M.D. (American Univ. of Beirut, Lebanon), Assistant Professor of Pediatrics, 5302 Beaumont Drive
- Ingram, O. Kelly (1959), B.D. (Duke), Professor of Parish Ministry in the Divinity School, 2728 Sevier Street
- Ishizaki, Ryotaro (1974), Ph.D. (Tokyo), Associate in Surgery, 209 Lansbury Drive
- Jackson, Donald C. (1973), M.B., Ch.B. (Univ. of Sheffield, England), Associate Professor of Radiology, Route 8, Box 398, Infinity Road
- Jackson, Ethel R. (1974), M.P.H. (North Carolina at Chapel Hill), Associate in Community Health Sciences, 101 Woodcrest Drive, Chapel Hill, N.C.
- Jackson, Jacqueline Johnson (1968), Ph.D. (Ohio State), Associate Professor of Medical Sociology in the Department of Psychiatry, P.O. Box 8522
- Jackson, Wallace (1965), Ph.D. (Pennsylvania), Associate Professor of English, 1310 Kent Street
- Jaeger, Boi Jon (1972), Ph.D. (Duke), Associate Professor of Health Administration, 3919 Saint Marks Road
- ⁹⁸Jantz, Harold (1976), Ph.D. (Wisconsin), Visiting Professor of Germanic Languages and Literature, Apartment C, 218 Alexander Avenue
- Jarrell, John A., Jr. (1972), M.D. (Johns Hopkins), Assistant Professor of Anesthesiology, 2924 Buckingham Road
- Jayne, Benjamin A. (1976), Ph.D. (Yale), Professor in the School of Forestry and Environmental Studies, 2730 Circle Drive
- Jeffs, Peter Walter (1964), Ph.D. (Natal), Professor of Chemistry, 3209 Cromwell Road
- Jegasothy, Brian V. (1976), M.B. (Ceylon), Assistant Professor of Medicine (Dermatology), 2432 Tryon Road
- Jelovsek, Frederick R. (1975), M.D. (Michigan), Assistant Professor of Obstetrics and Gynecology and Assistant Professor of Community Health Sciences, 3004 Harriman Road
- Jenkins, Marianna Duncan (1948), Ph.D. (Bryn Mawr), Professor of Art, Apartment 6, 2132 Bedford Street
- Jennings, Robert B. (1975), M.D. (Northwestern), Professor of Pathology, 2818 Chelsea Circle
- Jeziorski, Bronislask de Leval (1958), Ph.D. (Harvard), Associate Professor of Slavic Languages and Literatures, 1600 Anderson Street
- Jiminez, John P. (1965), M.D. (Med. Coll. of Virginia), Associate Professor of Radiology, 1604 Woodburn Road
- Jöbsis, Frans F. (1964), Ph.D. (Michigan), Professor of Physiology, 1542 Hermitage Court
- Joerg, Frederick Charles (1947), M.B.A. (Harvard), Professor of Management Sciences and Professor of Forest Management, 2424 Wrightwood Avenue
- Johns, Sheridan Waite, III (1970), Ph.D. (Harvard), Associate Professor of Political Science, 3219 Waterbury
- Johnson, Armead H. (1974), Ph.D. (Baylor), Assistant Medical Research Professor of Immunology in the Department of Microbiology and Immunology, 1406 Oakland Avenue
- Johnson, Charles (1970), M.D. (Howard), Associate Professor of Medicine, Apartment 6-C, 200 Seven Oaks Road
- Johnson, Charles B. (1956), Ed.D. (Duke), Associate Professor of Education, 2714 McDowell Street
- Johnson, Charles E. (1976), Ph.D. (Duke), Assistant Medical Research Professor of Anesthesiology and Assistant Professor of Mechanical Engineering, 2214 Shoreham Street
- Johnson, Edward Anthony (1963), M.D. (Univ. of Sheffield, England), Professor of Physiology and Pharmacology, 106 Ridge Trail, Chapel Hill, N.C.
- Johnson, Kurt E. (1971), Ph.D. (Yale), Assistant Professor of Anatomy, 1026 Monmouth Avenue
- ⁹⁹Johnson, Michael L. (1973), M.D. (Colorado), Associate in Radiology and Associate in Medicine, 4003 Hillgrand Drive
- Johnson, Terry Walter Jr. (1954), Ph.D. (Michigan), Professor of Botany, 2408 Prince Street
- Johnsrude, Irwin (1966), M.D. (Manitoba), Professor of Radiology, 2702 Spencer Street
- Johnston, William Webb (1963), M.D. (Duke), Professor of Pathology, 1608 University Drive
- Joines, William T. (1966), Ph.D. (Duke), Associate Professor of Electrical Engineering, 4010 Deepwood Circle
- Joklik, Wolfgang Karl (1968), D.Phil. (Oxford), James B. Duke Professor of Microbiology and Immunology, 3613 Hathaway Road
- ¹⁰⁰Jones, Barney L. (1956), Ph.D. (Duke), Professor of Religion, 2622 Pickett Road

⁹⁸ Through 5-31-76.

⁹⁹ Through 6-30-76.

¹⁰⁰ Sabbatical leave, spring 1976-77.

- ⁰¹Jones, Buford (1962), Ph.D. (Harvard), Associate Professor of English, 1106 West Knox Street
Jones, Edward Ellsworth (1953), Ph.D. (Harvard), Professor of Psychology, 2738 Sevier Street
Jones, James David (1963), M.D. (Duke), Associate Professor of Psychiatry and Assistant Professor of Pediatrics, 3851 Somerset Drive
Jones, Rayford Scott (1971), M.D. (Texas), Associate Professor of Surgery and Assistant Professor of Physiology and Pharmacology, Route 1, Box 44, Creedmoor, N.C.
Jones, Robert H. (1975), M.D. (Johns Hopkins), Assistant Professor of Surgery, 4306 Randall Road
Joyner, Ronald Wayne (1976), Ph.D., M.D. (Duke), Assistant Medical Research Professor of Physiology and Pharmacology, 2405 Vineyard Street
Kalat, James (1971), Ph.D. (Pennsylvania), Assistant Professor of Psychology, 1404 Vickers Avenue
Kamin, Henry (1948), Ph.D. (Duke), Professor of Biochemistry, 2417 Perkins Road
Kane, William J. (1974), M.D. (Temple), Assistant Professor of Community Health Sciences, 5 Breton Place
Karis, Joannes, H. (1975), M.D. (State Univ. of Utrecht, Holland), Professor of Anesthesiology, 3923 Saint Marks Road
Katz, Henry J. (1967), M.A.T. (Duke), Assistant Professor of Mathematics, 1118 Woodburn Road
Katz, Samuel Lawrence (1968), M.D. (Harvard), Wilbert C. Davison Professor of Pediatrics, Route 2, Piney Mountain Road, Chapel Hill, N.C.
Katzenmeyer, William G. (1967), Ed.D. (Duke), Professor of Education, 2818 McDowell Road
Kaufman, Bernard (1968), Ph.D. (Indiana), Associate Professor of Biochemistry, 2900 Arnold Road
Kaufman, Jane S. (1973), M.S. (Ohio State Univ.), Assistant Professor of Nursing, 118 Lansbury Drive
Kaufmann, Peter G. (1975), Ph.D. (Chicago), Associate in Otolaryngology in the Department of Surgery and Associate in the Department of Physiology and Pharmacology, 127 Emerald Circle
Kay, Richard F. (1973), Ph.D. (Yale), Assistant Professor of Anatomy, 1006 West Trinity Avenue
Keith, Charles Rush (1963), M.D. (Kansas), Associate Professor of Psychiatry, Route 4, Box 407, Chapel Hill, N.C.
Keller, Thomas F. (1959), Ph.D. (Michigan), R. J. Reynolds Industries Professor of Business Administration, 1024 West Markham Avenue
Kelley, Allen Charles (1972), Ph.D. (Stanford), Professor of Economics, 4607 Chicopee Trail
Kelling, Douglas G., Jr. (1975), M.D. (Harvard), Assistant Professor of Medicine, 512 Winfield Boulevard, S.E., Concord, N.C.
Kelly, James R. (1976), M.D. (Duke), Associate in Medicine and Associate in Community Health Sciences, 3505 Manford Drive
Kelvin, Frederick M. (1975), M.B. (London), Assistant Professor of Radiology, 1106 The Oaks Apartments, Chapel Hill, N.C.
Kenan, Patrick Dan (1965-74; 1975) M.D. (Duke), Associate Professor of Otolaryngology in the Department of Surgery, 804 Anderson Street
¹⁰²Kenyon, Van Leslie, Jr. (1945), M.M.E. (Delaware), Professor of Mechanical Engineering, Route 2, Hillsborough, N.C.
⁰³Kerby, Grace Pardridge (1947), M.D. (Duke), Professor of Medicine, 1108 Wells Street
Kerckhoff, Alan C. (1958), Ph.D. (Wisconsin), Professor of Sociology, 1511 Pinecrest Road
Kerr, Robert B. (1965), Ph.D. (Johns Hopkins), Professor of Electrical Engineering, 2220 Elmwood Avenue
Kessler, Lawrence (1976), M.B.A. (California at Berkeley), Assistant Professor of Business Administration, 2611 Nation Avenue
Kilbey, Marlyne (1973), Ph.D. (Houston), Associate Professor of Medical Psychology in the Department of Psychiatry, 2115 Woodrow Street
Killenberg, Paul G. (1972), M.D. (Pennsylvania), Assistant Professor of Medicine, 2914 Friendship Drive
Kim, Sung-Hou (1970), Ph.D. (Pittsburgh), Associate Professor of Biochemistry, 604 Starmont Drive
Kimm, Sue (1976), M.D. (Yale), Assistant Professor of Pediatrics and Assistant Professor of Community Health Sciences, Apartment 24, 2330 Hilton Avenue
King, Burton B. (1967), M.A. (Northwestern), Associate in Audiology in the Division of Otolaryngology in the Department of Surgery, 5101 Peppercorn Street
Kinney, Thomas DeArman (1960), M.D. (Duke), R. J. Reynolds Industries Professor of Medical Education and Professor of Pathology, 3120 Devon Road
Kirkendale, Warren (1967), Dr. Phil. (Vienna), Professor of Musicology, 2422 Tryon Road
Kirkpatrick, Mary (1973), M.Nurs. (Washington), Assistant Professor of Nursing, 1103 Harvey Street, Raleigh, N.C.
Kirshner, Norman (1956), Ph.D. (Pennsylvania State), Professor of Biochemistry and Professor of Experimental Surgery, 2524 Wrightwood Avenue
¹⁰⁴Kirwin, Paul M. (1969), Ph.D. (Texas), Associate in Medical Psychology in the Department of Psychiatry, 3109 Eubanks Road

¹⁰¹ Sabbatical leave, fall 1976-77.

¹⁰² Retired 2-28-76.

¹⁰³ Retired 10-31-76.

¹⁰⁴ Through 11-7-76.

- Kisslo, Joseph Andrew (1974), M.D. (Hahnemann Med. Coll.), Assistant Professor of Medicine, 3701 St. Marks Road
- Kitchen, Joseph Weston, Jr. (1962), Ph.D. (Harvard), Associate Professor of Mathematics, 1600 Delaware Avenue
- Klein, Dolph (1974), Ph.D. (Rutgers), Associate Professor of Microbiology, Apartment G-06, 3525 Mayfair Street
- Klein, Fritz (1973), Ph.D. (Duke), Assistant Professor of Anesthesiology, 1008 Northwood Avenue
- Klintworth, Gordon K. (1964), Ph.D., M.B. (Univ. of Witwatersrand, South Africa), Professor of Pathology, 2718 Spencer Street
- Klopfer, Peter H. (1958), Ph.D. (Yale), Professor of Zoology, Route 1, Box 184, Tierreich Farm
- Knight, Conrad Merton (1961), B.S. (Norwich), Associate in Radiology, Route 2, Hudson Road, Chapel Hill, N.C.
- Knoerr, Kenneth R. (1961), Ph.D. (Yale), Professor of Forest Meterology and Associate Professor of Biometeorology, 1608 Woodburn Road
- Kong, Yi-Hong (1967), M.D. (National Defence Medical Center, Taipei, Taiwan), Associate Professor of Medicine, 2814 DeKalb Street
- ¹⁰⁵Kootsey, J. Mailen (1971), Ph.D. (Brown), Assistant Medical Research Professor of Physiology and Pharmacology, 1610 Sycamore Street
- Koren, Hillel S. (1976), Ph.D. (Freiburg, Germany), Assistant Professor of Immunology, Apartment 15-H, 2748 Middleton Street
- Kornberg, Allan (1965), Ph.D. (Michigan), Professor of Political Science, 23 Scott Place
- Kort, Wesley (1965), Ph.D. (Chicago), Associate Professor of Religion, 3514 Winding Way
- Kraines, David (1970), Ph.D. (California at Berkeley), Associate Professor of Mathematics, 1720 Duke University Road
- Kramer, Richard Spencer (1972), M.D. (Duke), Associate in Neurosurgery, 1531 Hermitage Court
- Krause, David R. (1976), M.B.A. (West Florida), Visiting Associate Professor of Naval Science, 12 Cotswoold Place
- ¹⁰⁶Kredich, Deborah W. (1971), M.D. (Michigan), Associate in Pediatrics, 57 Kimberly Drive
- ¹⁰⁷Kredich, Nicholas M. (1968), M.D. (Michigan), Associate Professor of Medicine and Assistant Professor of Biochemistry, 57 Kimberly Drive
- ¹⁰⁸Kremen, Irwin (1963), Ph.D. (Harvard), Assistant Professor of Psychology, 216 Forestwood Drive
- Kreps, Juanita M. (1955), Ph.D. (Duke), James B. Duke Professor of Economics, 1407 West Pettigrew Street
- Krigbaum, William R. (1952), Ph.D. (Illinois), D.Sc., James B. Duke Professor of Chemistry, 2504 Wilson Street
- ¹⁰⁹Kriner, Arthur F. (1973), M.D. (Hahnemann Med. Coll.), Assistant Professor of Radiology, 4144 Deepwood Circle
- Krueger, Ronald P. (1969), M.D. (Duke), Assistant Professor of Pediatrics and Assistant Professor of Urology, 1200 Anderson Street
- Kruzel, Joseph J. (1976), Ph.D. (Harvard), Assistant Professor of Political Science, 440 Melanie Court, Chapel Hill, N.C.
- Krynski, Magnus Jan (1969), Ph.D. (Columbia), Professor of Slavic Languages and Literature, 1004 West Markham Avenue
- Kuhn, Arthur J. (1971), Ph.D. (California at Berkeley), Assistant Professor of Business Administration, 1317 Norton Street
- Kunniholm, Bruce (1976), M.A. (Duke), Lecturer in Policy Sciences and History, 1515 Pinecrest Road
- Kunst, Richard A. (1975), M.A. (California at Berkeley), Instructor in History, Apartment 25-F, 2752 Middleton Street
- Kunze, LuVern H. (1973), Ph.D. (Iowa), Professor of Hearing and Speech Pathology, Department of Surgery, 2707 Tryon Road
- Kurlander, Roger J. (1976), M.D. (Chicago), Associate in Medicine, 885 Louise Circle
- Kusel, J. Peter (1973), Ph.D. (St. Louis Univ.), Assistant Professor of Radiology, 3519 Winding Way
- Kylstra, Johannes A. (1965), Ph.D., M.D. (Univ. of Leiden, Holland), Professor of Medicine and Associate Professor of Physiology, 2924 Friendship Road
- ¹¹⁰LaBarre, Weston (1946), Ph.D. (Yale), James B. Duke Professor of Anthropology, Route 1, Mt. Sinai Road
- Lack, Leon (1965), Ph.D. (Columbia), Professor of Pharmacology, 2936 Welcome Drive
- Lacy, Creighton (1953), B.D., Ph.D. (Yale), Professor of World Christianity in the Divinity School, 2714 Dogwood Road
- Lakin, Martin (1958), Ph.D. (Chicago), Professor of Medical Psychology in the Department of Psychiatry and Professor of Psychology, 2709 McDowell Road

¹⁰⁵ Through 7-31-76.

¹⁰⁶ Leave of absence 9-1-76 through 8-31-77.

¹⁰⁷ Leave of absence 9-1-76 through 6-30-77.

¹⁰⁸ Sabbatical leave, spring 1976-77.

¹⁰⁹ Through 1-1-76.

¹¹⁰ Retired 2-28-77.

- ¹¹¹Landeira, Richard (1970), Ph.D. (Indiana), Assistant Professor of Romance Languages, 14 Forest Ridge Road
 Landers, Maurice B., III (1969), M.D. (Michigan), Associate Professor of Ophthalmology, 2703 Montgomery Street
- ¹¹²Lang, David J. (1968), M.D. (Harvard), Professor of Pediatrics and Associate Professor of Virology in the Department of Microbiology and Immunology, Route 2, Box 440
 Lange, David L. (1971), LL.B. (Illinois), Professor of Law, 42-G Stratford Hills Apartments, Chapel Hill, N.C.
 Langford, Thomas A. (1956), B.D., Ph.D. (Duke), Professor of Systematic Theology in the Divinity School, 2002 Dartmouth Drive
 Langlois, Alphonse J. (1973), Ph.D. (Duke), Assistant Clinical Professor of Experimental Surgery, 1720 Vista Street
 Lanning, Charles F. (1973), M.D. (Kansas), Assistant Professor of Anesthesiology and Associate in Pediatrics, 3903 Saint Marks Road
 Larson, Arthur (1958), D.C.L. (Oxford), James B. Duke Professor of Law, 1 Learned Place
 Laszlo, John (1960), M.D. (Harvard), Professor of Medicine, Route 1, Box 266, Cornwallis Road
 Lauf, Peter (1968), M.D. (Univ. of Freiburg), Associate Professor of Physiology and Assistant Professor of Immunology, 3535 Hamstead Court
 Laughhunn, Danny J. (1968-69; 1972-75; 1976), D.B.A. (Illinois), Professor of Business Administration, 298 Highview Drive, Chapel Hill, N.C.
 Lavacca, Mariann (1975), M.A. (New York Univ.), Assistant Professor of Nursing, 329 Cobblestone Court, Chapel Hill, N.C.
 Lawrence, August R. (1974), M.A.T. (Duke), Instructor in Mathematics, 129 Forest Road, Raleigh, N.C.
 Lawrence, Bruce B. (1971), Ph.D. (Yale), Associate Professor of Religion, 2702 Stuart Drive
 Lawson, Dewey T. (1974), Ph.D. (Duke), Assistant Professor and Research Associate in Physics, 1413 North Mangum Street
 Lazarus, Gerald S. (1975), M.D. (George Washington), Professor of Medicine, 21 Heath Place
 Leach, Richard H. (1955), Ph.D. (Princeton), Professor of Political Science, 1313 Woodburn Road
¹¹³LeBar, John (1965), Ed.D. (Duke), Assistant Professor of Physical Education, 1 Winthrop Court
 Lebovitz, Harold E. (1962), M.D. (Pittsburgh), Professor of Medicine and Assistant Professor of Physiology, 1847 Woodburn Road
 Lecocq, Frank R. (1975), M.D. (Illinois), Associate Professor of Medicine, 4306 Nottaway Road
 Lee, Kerry L. (1974), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Community Health Sciences, Route 4, Rollingwood, Chapel Hill, N.C.
 Lees, Jack A. (1971), Ph.D. (Chicago), Assistant Professor of Mathematics, 2216 Elba Street
 Lefkowitz, Robert J. (1973), M.D. (Columbia), Associate Professor of Medicine and Assistant Professor of Biochemistry, 3539 Hamstead Court
 Lehane, Stephen F. (1976), Ed.D. (Columbia), Assistant Professor of Education, 504 The Oaks, Chapel Hill, N.C.
 Leis, Jonathan P. (1974), Ph.D. (Cornell), Assistant Professor of Surgery and Assistant Professor of Virology in the Department of Microbiology and Immunology, Apartment B, 229 Rippling Stream Road
 LeMay, John C. (1961), D.V.M. (Georgia), Associate Professor of Veterinary Medicine, Route 8, Box 347, Goodwin Road
 Lerner, Warren (1961), Ph.D. (Columbia), Professor of History, 2948 Friendship Road
 Lester, Allan J. (1975), M.B. (Otago Med. Sch., New Zealand), Associate in Community Health Sciences, 123 West Queen Street, Hillsborough, N.C.
¹⁴Lester, Richard G. (1965), M.D. (Columbia), Professor of Radiology, 2703 Montgomery Avenue
¹⁵Levin, Betsy (1973), LL.D. (Yale), Professor of Law, 510 East Rosemary Street, Chapel Hill, N.C.
 Levy, Alan S. (1973), Ph.D. (Columbia), Assistant Professor of Psychology, 48-B Colonial Apartments
 Levy, Nelson L. (1973), Ph.D. (Duke), M.D. (Columbia), Assistant Professor of Immunology, 4401 Malvern Road
 Lewin, Arie Y. (1974), Ph.D. (Carnegie-Mellon), Professor of Business Administration, Cedar Falls Road, Chapel Hill, N.C.
 Lewis, H. Gregg (1975), Ph.D. (Chicago), Professor of Economics, Route 5, Wolf's Pond, Chapel Hill, N.C.
 Lewis, Harold Walter (1946), Ph.D. (Duke), Professor of Physics, 1708 Woodburn Road
¹⁶Libshitz, Herman I. (1974), M.D. (Hahnemann Med. Coll.), Associate Professor of Radiology, 1614 Pinecrest Road
 Lichtenstein, Sara (1974), Ph.D. (Univ. of London), Assistant Professor of Art, 1011½ Monmouth Avenue
 Lichy, Kay L. (1975), M.S. (Ohio State), Assistant Professor of Nursing, 816 Broad Street

¹¹¹ Through 8-31-76.

¹¹² Sabbatical leave 7-1-76 through 6-30-77.

¹¹³ Sabbatical leave, fall 1976-77.

¹¹⁴ Through 2-29-76.

¹¹⁵ Leave of absence 1976-77.

¹¹⁶ Through 6-30-76.

- Lieberman, Melvyn (1968), Ph.D. (State Univ. of New York, Downstate Med. Center), Associate Professor of Physiology, 1110 Woodburn Road
- Lincoln, C. Eric (1976), Ph.D. (Boston), Professor of Religion, Route 1, Box 271-N, Hillsborough, N.C.
- Linderoth, L. Sigfred (1965), M.E. (Iowa State), Professor of Mechanical Engineering, 2220 Whitley Drive
- ¹¹⁷Linnoila, Markku (1975), M.D. (Helsinki), Assistant Professor of Psychiatry, 3111 Sherbon Drive
- Lipscomb, Joseph, Jr. (1974), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Policy Sciences and Economics, 1515 Hermitage Court
- ¹¹⁸Lipscomb, Warren N., Jr. (1974), B.S. (Texas), Visiting Assistant Professor of Naval Science, 3914 Wynnford Drive
- Lisowski, Paul (1974), Ph.D. (Duke), Assistant Professor and Research Associate in Physics, 110 Temple Lane
- ¹¹⁹Lister-Sink, Barbara (1975), A.B. (Smith College), Visiting Lecturer in Music, Apartment 2, 500 Watts Street
- Livengood, Charles Harris, Jr. (1946), LL.B. (Harvard), Professor of Law, 2804 Chelsea Circle
- Livingstone, Daniel A. (1956), Ph.D. (Yale), Professor of Zoology, 2827 Ridge Road
- Llewellyn, Charles E., Jr. (1955), M.D. (Med. Coll. of Virginia), Associate Professor of Psychiatry, 3550 Hamstead Court
- Lloyd, Jane Marie (1961), M.A. (North Carolina at Chapel Hill), Assistant Professor of Physical Education, 704 Louise Circle
- Lochmuller, Charles H. (1969), Ph.D. (Fordham), Associate Professor of Chemistry, 3203 Mossdale Avenue
- Lockhead, Gregory (1965), Ph.D. (Johns Hopkins), Professor of Psychology, 101 Emerald Circle
- Logue, Gerald L. (1971-72; 1974), M.D. (Pittsburgh), Assistant Professor of Medicine, 4001 Cornwallis Road
- Logue, Patrick E. (1974), Ph.D. (North Dakota), Associate Professor of Medical Psychology in the Department of Psychiatry, 901 Bluestone Drive
- Long, Charles H. (1974), Ph.D. (Chicago), Professor of Religion, 405 Wesley Drive, Chapel Hill, N.C.
- Long, Juanita Lee (1970), M.S. (North Carolina), Assistant Professor of Nursing, 216 Brook Lane
- Long, Thomas T., III (1974), M.D. (Bowman Gray), Assistant Professor of Medicine, 577 Foxwood Drive, S.E., Concord, N.C.
- Longley, William K. (1968), Ph.D. (Univ. of London), Associate Professor of Anatomy, 47 Lebanon Circle
- ¹²⁰Longstreth, David J. (1975), M.S. (Arizona State), Temporary Instructor in Botany, 812 Louise Circle
- Loos, James Stavert (1972), Ph.D. (Illinois), Assistant Professor of Physics, 1015 Demerius Street
- Loveland, Donald W. (1973), Ph.D. (New York Univ.), Professor of Computer Science, 3417 Cambridge Road
- Lucas, Richard Albert (1972), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Medical Psychology in the Department of Psychiatry, 2421 Sedgefield Drive, Chapel Hill, N.C.
- ¹²¹Ludeman, Lonnie C. (1975), Ph.D. (Arizona State), Visiting Associate Professor of Biomedical Engineering 3609 Britt Street
- Luken, William L., Jr. (1976), Ph.D. (Yale), Assistant Professor of Chemistry, Apartment 62-C, 3027 Chapel Hill Road
- ¹²²Lundberg, John G. (1970), Ph.D. (Michigan), Associate Professor of Zoology, 2813 McDowell Road
- Luther, Pamela G. (1975), J.D. (Duke), Assistant Professor of Law, 6673 Bunker Hill Circle, Charlotte N.C.
- Lynds, Barbara A. (1974), M.S. (Maryland), Assistant Professor of Nursing, 1121 Shelly Road, Raleigh N.C.
- Lynn, William S., Jr. (1955), M.D. (Columbia), Professor of Medicine and Associate Professor of Biochemistry, Route 1, Box 296-C, Hillsborough, N.C.
- Lynts, George W. (1965), Ph.D. (Wisconsin), Associate Professor of Geology, 10 Cotswold Place
- Macduff, John Nelson (1956), M.M.E. (New York Univ.), Professor of Mechanical Engineering, 273 Dogwood Road
- ¹²³MacKichan, Barry B. (1970), Ph.D. (Stanford), Assistant Professor of Mathematics, Route 6, Box 262 Chapel Hill, N.C.
- McCarty, Kenneth Scott (1959), Ph.D. (Columbia), Professor of Biochemistry, 2713 Dogwood Road
- McCarty, Kenneth S., Jr. (1976), Ph.D., M.D. (Duke), Assistant Professor of Medicine, 2511 Perkins Road
- McClay, David R. (1973), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Zoology, 370 Tremont Drive
- ¹²⁴McCleery, Carole A. (1970), Ph.D. (Carnegie-Mellon), Assistant Professor of Business Administration, 2101 Dartmouth Drive

¹¹⁷ Leave of absence 7-1-76 through 6-30-77.

¹¹⁸ Through 8-11-76.

¹¹⁹ Through 5-31-76.

¹²⁰ Through 5-31-76.

¹²¹ Through 5-31-76.

¹²² Sabbatical leave, fall 1976-77.

¹²³ Through 8-31-76.

¹²⁴ Through 8-31-76.

- ¹²⁵McClellan, Joseph R. (1975), M.D. (Georgetown), Associate in Medicine, Apartment 67-B, 3022 Chapel Hill Road
- McCollough, Thomas E. (1961), Th.D. (Southern Baptist Theological Seminary), Associate Professor of Religion, 2722 Circle Drive
- McCullum, Donald E. (1962), M.D. (Bowman Gray), Professor of Orthopaedic Surgery, 2207 Wilshire Drive
- McConahay, John B. (1974), Ph.D. (California at Los Angeles), Associate Professor of Policy Sciences and Psychology, 2101 Englewood Avenue
- McCool, Barbara P. (1975), Ph.D. (Ohio State), Associate Professor of Health Administration and Assistant Professor of Nursing, 20 Howell Lane, Chapel Hill, N.C.
- ¹²⁶McCord, Joe M. (1972), Ph.D. (Duke), Assistant Medical Research Professor of Medicine and Assistant Medical Research Professor of Biochemistry, Apartment 13-E, 600-1 LaSalle Street
- ¹²⁷McCoy, Ralph C. (1973), M.D. (Emory), Assistant Professor of Pathology, 3820 Pickett Road
- McCrea, Alice L. (1961), M.S. (Chicago), Assistant Professor of Radiation Therapy, Route 2, Box 20, 2911 Umstead Road
- McElhaney, James H. (1973), Ph.D. (West Virginia), Professor of Biomedical Engineering, 3411 Cambridge
- McElroy, Marjorie B. (1970), Ph.D. (Northwestern), Associate Professor of Economics, 1726 Duke University Road
- McGrath, Diana E. (1975), Ph.D. (Pennsylvania State), Associate in Community Health Sciences, 1901 Burning Tree Drive, Chapel Hill, N.C.
- McHale, Philip A. (1972), Ph.D. (Duke), Assistant Medical Research Professor of Physiology and Pharmacology, 928 Old Oxford Road
- McIntire, A. Sue Norville (1966), M.S.N. (Emory), Associate Professor of Nursing, 106 West Delafield Avenue
- McKean, Margaret A. (1974), Ph.D. (California at Berkeley), Assistant Professor of Political Science, 3408 Pinafore Drive
- McKee, Patrick Allen (1969), M.D. (Oklahoma), Professor of Medicine and Assistant Professor of Biochemistry, 2616 Augusta Drive
- McKinney, John C. (1957), Ph.D. (Michigan State), Professor of Sociology, Route 8, Box 286
- ¹²⁸McLees, Byron D. (1967-69; 1971), Ph.D. (Johns Hopkins), Assistant Professor of Medicine, 108 Pawnee Circle
- McLellan, Robert (1972), M.D. (Cincinnati), Associate Professor of Radiology, 3716 St. Marks Road
- ¹²⁹McLeod, Michael E. (1966), M.D. (Duke), Associate Professor of Medicine, 4007 Deepwood Circle
- McManus, Thomas Joseph (1961), M.D. (Boston), Associate Professor of Physiology and Pharmacology, 1408 Oakland Avenue
- McNamara, James O. (1973), M.D. (Michigan), Assistant Professor of Medicine, 4115 Cobblestone Place
- McPhail, Andrew (1968), Ph.D. (Glasgow), Professor of Chemistry, 5305 Partridge Street
- McPherson, Harry Thurman (1955), M.D. (Duke), Professor of Medicine, 3915 Nottaway Road
- McQuahey, John J. (1974), B.S. (North Carolina Central Univ.), Associate in Community Health Sciences, 5005 Pine Trail Drive
- Maddox, George Lamar, Jr. (1960), Ph.D. (Michigan State), Professor of Sociology and Professor of Medical Sociology in the Department of Psychiatry, 2750 McDowell Road
- Magat, Wesley A. (1974), Ph.D. (Northwestern), Assistant Professor of Business Administration, Willett Road, Route 2, Box 474
- Mahaley, Moses Stephen (1965), Ph.D., M.D. (Duke), Associate Professor of Neurosurgery and Assistant Professor of Anatomy, 3940 Nottaway Road
- Mahoney, Edward P. (1965), Ph.D. (Columbia), Associate Professor of Philosophy, Apartment 22-H, 2836 Chapel Hill Road
- Maier, Charles S. (1976), Ph.D. (Harvard), Associate Professor of History, 209-G Alexander Avenue
- Maier, Steven (1971), Ph.D. (Stanford), Assistant Professor of Business Administration, 4401 Berini Drive
- Maltbie, Allan Armstrong (1974), M.D. (Emory), Assistant Professor of Psychiatry, 2432 Sedgefield Drive, Chapel Hill, N.C.
- Mandel, Lazaro J. (1972), Ph.D. (Pennsylvania), Assistant Professor of Physiology, 405 Whitehead Circle, Chapel Hill, N.C.
- ¹³⁰Mandetta, Donald F. (1974), M.D. (Duke), Associate in Medicine, 3822 Hillgrand Drive
- Manring, Andres (1975), Ph.D. (Ohio State), Assistant Medical Research Professor of Physiology and Pharmacology, Apartment 3, 107 Hilton Avenue
- Mansbach, Charles Milton (1970), M.D. (New York Univ.), Assistant Professor of Medicine, 2431 Tryon Road

¹²⁵ Through 6-24-76.

¹²⁶ Through 12-1-76.

¹²⁷ Leave of absence 7-1-76 through 6-30-77.

¹²⁸ Through 6-30-76.

¹²⁹ Sabbatical leave, 9-1-76 through 2-28-77.

¹³⁰ Through 6-30-76.

- ¹³¹Margolis, James R. (1974), M.D. (Illinois), Assistant Professor of Medicine, 2439 Tilghman Circle, Chapel Hill, N.C.
- Marinos, Peter N. (1968), Ph.D. (North Carolina State), Professor of Electrical Engineering and Professor of Computer Science, 2802 McDowell Road
- Maripuu, Sven (1974), Ph.D. (Goteborg, Sweden), Lecturer and Research Associate in Physics, 2437 Sedgefield Drive, Chapel Hill, N.C.
- Markman, Sidney David (1947), Ph.D. (Columbia), Professor of Art History and Archeology, 919 Urban Avenue
- ¹³²Marquis, Ronald A. (1974), M.S. (U.S. Naval Postgraduate School), Visiting Associate Professor of Naval Science, 523 Hunter Street
- Marsh, Gail R. (1969), Ph.D. (Iowa), Associate Professor of Medical Psychology in the Department of Psychiatry, 2713 McDowell Road
- Martin, David V. (1962), Ed.D. (Duke), Associate Professor of Education, 1527 Hermitage Court
- Martinez, Salutario (1975), M.D. (Havana Univ.), Assistant Professor of Radiology, 6 Shelly Place
- Massengill, Raymond, Jr. (1964), Ed.D. (Virginia), Associate Professor of Medical Speech Pathology, Division of Plastic and Maxillofacial Surgery, 2734 Spencer Street
- Mauskopf, Seymour (1964), Ph.D. (Princeton), Associate Professor of History, 700 Brighton Road
- ¹³³Maves, David W. (1972), A.Mus.D. (Michigan), Assistant Professor of Music, Route 1, Box 260-E, Hillsborough, N.C.
- ¹³⁴Mayhew, James F. (1975), M.D. (Med. Coll. of New Jersey), Assistant Professor of Anesthesiology, 3123 Camelot Court
- Medina, Miguel A., Jr. (1976), M.S. (Alabama), Assistant Professor of Civil Engineering, Apartment 105, 3523 Mayfair Street
- Mellown, Elgin W. (1965), Ph.D. (Univ. of London), Associate Professor of English, 1004 Minerva Avenue
- Melzer, Sara (1975), Ph.D. (Chicago), Assistant Professor of Romance Languages, Apt. 10-H, 425 Hillsborough Street, Chapel Hill, N.C.
- ¹³⁵Mendell, Lorne (1968), Ph.D. (Massachusetts Inst. of Tech.), Associate Professor of Physiology, 1812 Rolling Road, Chapel Hill, N.C.
- Mendell, Nancy (1971), Ph.D. (North Carolina at Chapel Hill), Associate in Immunology and Associate in Community Health Sciences, 1812 Rolling Road, Chapel Hill, N.C.
- Menzel, Daniel B. (1971), Ph.D. (California at Berkeley), Associate Professor of Pharmacology and Associate Professor of Experimental Medicine, 932 Clarion Drive
- Merritt, Gertrude (1975), A.B. (Duke), Associate Professor in the Faculty of Arts and Sciences and Associate Librarian, 621 Swift Avenue
- Metzgar, Richard S. (1962), Ph.D. (Buffalo), Professor of Immunology, 3616 Westover Road
- Meyer, Horst (1959), Ph.D. (Zurich), Professor of Physics, 2716 Montgomery Street
- Meyers, Eric M. (1969), Ph.D. (Harvard), Associate Professor of Religion, 3202 Waterbury Drive
- ¹³⁶Michalak, M. Victor (1950), Ph.D. (Indiana), Associate Professor of English, 804 Louise Circle
- Mickey, Don D. (1973), Ph.D. (Louisiana State), Assistant Medical Research Professor of Urology in the Department of Surgery, 3318 Dixon Road
- Mickey, Paul A. (1970), Th.D. (Princeton), Associate Professor of Pastoral Theology in the Divinity School, 2617 McDowell Road
- Miller, Donald S. (1969), M.D. (Harvard), Associate Clinical Professor of Community Health Sciences and Associate Clinical Professor of Medicine, 1104 North Gregson Street
- Miller, Gustavus H. (1955), Ph.D. (Michigan), Assistant Professor of Romance Languages, Bartram Drive, Chapel Hill, N.C.
- Miller, John Noel (1975), M.D. (Sydney, Australia), Assistant Professor of Anesthesiology, 907 Cedar Fork Trail, Chapel Hill, N.C.
- Miller, Lowell S. (1976), M.D. (Duke), Professor of Radiology, 2929 Buckingham Road
- Miller, Martin A. (1970), Ph.D. (Chicago), Associate Professor of History, Apartment F-1, 2200 Elder Street
- Miller, Sara Elizabeth (1973), Ph.D. (Georgia), Assistant Professor of Microbiology and Immunology, Route 3, Box 212A, Apex, N.C.
- Mills, Elliott (1968), Ph.D. (Columbia), Associate Professor of Physiology, 122 Dixie Road, Chapel Hill, N.C.
- Minnear, Wilma A. (1964), M.S.N. (Western Reserve), Professor of Nursing and Associate Professor of Health Administration, 5203 Shady Bluff Street
- ¹³⁷Mishler, William Thomas Earle, II (1972), Ph.D. (Duke), Assistant Professor of Political Science, 3621 Cole Mill Road

¹³¹ Through 6-30-76.

¹³² Through 10-31-76.

¹³³ Through 8-31-76.

¹³⁴ Through 8-31-76.

¹³⁵ Sabbatical leave 1976-77.

¹³⁶ Sabbatical leave, spring 1976-77.

¹³⁷ Leave of absence 1976-77.

- ¹³⁸Mitchell, Ivory Dwike (1976) Visiting Lecturer in Jazz, Apartment A, 206 Alexander Avenue
Mitchell, Thomas G. (1974), Ph.D. (Tulane), Assistant Professor of Mycology, Department of Microbiology and Immunology, 120 Newell Street
Modrich, Paul L. (1976), Ph.D. (Stanford), Assistant Professor of Biochemistry, Route 7, Box 277
¹³⁹Mohanakumar, Thalachallour (1974), Ph.D. (Duke), Assistant Medical Research Professor of Immunology in the Department of Microbiology and Immunology, 1802 Shelton Avenue
Monsman, Gerald C. (1965), Ph.D. (John Hopkins), Associate Professor of English, 1421 North Mangum Street
Moore, Ann L. (1975), M.D. (Missouri), Associate in Community Health Sciences, 3906 Berry Bush Place
Moore, James T. (1975), M.D. (Missouri), Associate in Psychiatry and Associate in Community Health Sciences, 3906 Berry Bush Place
Moore, John W. (1961), Ph.D. (Virginia), Professor of Physiology, Apartment 2-B, 3022 Chapel Hill Road
Moore, Lawrence C., Jr. (1966), Ph.D. (California Inst. of Tech.), Associate Professor of Mathematics, 2116 West Club Boulevard
Moorman, Jane Clark (1975), M.S.W. (Tulane), Associate in Psychiatric Social Work in the Department of Psychiatry, Apartment C-2, 3600 Tremont Drive
Morgan, Brenda M. (1974), M.S. (North Carolina at Chapel Hill), Instructor in Nursing, 212 James Street, Carrboro, N.C.
Morris, James J. (1963), M.D. (State Univ. of New York), Associate Professor of Medicine, 2903 Buckingham Road
Morse, Wayne J. (1974), Ph.D. (Michigan State Univ.), Associate Professor of Business Administration, 525 Colony Woods Drive, Chapel Hill, N.C.
Moses, Montrose J. (1959), Ph.D. (Columbia), Professor of Anatomy, 152 Pinecrest Road
Most, Ada F. (1973), Ed.D. (Columbia), Associate Professor of Nursing, 3106 Ithaca Street
Moylan, Joseph A., Jr. (1975), M.D. (Boston), Associate Professor of Surgery, 2211 Chase Street
Mueller, Earl George (1945), Ph.D. (Iowa), Professor of Art, 708-D Constitution Drive
Mueller, Julia Wilkinson (1939-41; 1946), M.A. (Iowa), Professor of Music, 708-D Constitution Drive
Muga, Bruce J. (1967), Ph.D. (Illinois), Professor of Civil Engineering, 4110 King Charles Road
Mullinix, Connie F. (1975), M.P.H. (North Carolina at Chapel Hill), Instructor in Nursing, Route 4, Box 423, Chapel Hill, N.C.
Murphy, James J. (1976), M.D. (Yale), Assistant Professor of Radiology, 123 Stateside Drive, Chapel Hill, N.C.
Murphy, Roland (1967-68; 1971), S.T.D. (Catholic Univ.), Professor of Old Testament in the Divinity School, 211 McCauley Street, Chapel Hill, N.C.
Murray, Francis J. (1960), Ph.D. (Columbia), Professor of Mathematics, 1012 Norwood Avenue
Murray, William J. (1972), M.D., Ph.D. (Wisconsin), Associate Professor of Anesthesiology, 135 Pinecrest Road
Musante, Gerard (1971), Ph.D. (Tennessee), Assistant Professor of Medical Psychology in the Department of Psychiatry and Assistant Professor of Community Health Sciences, 120 Continental Drive
Myers, Alice C. (1976), M.S.W. (North Carolina at Chapel Hill), Associate in Psychiatric Social Work in the Department of Psychiatry, 2251 Cranford Road
Myers, George C. (1968), Ph.D. (Washington), Professor of Sociology, 12 Scott Place
Myers, Lawrence Edward (1973-75; 1976), Ph.D. (California at Berkeley), Assistant Professor of Community Health Sciences (Biostatistics), 1014 Edith Street
¹⁴⁰Nadel, Alan M. (1974), M.D. (Pittsburgh), Associate in Medicine, 5339 Yardley Terrace
Nagin, Daniel S. (1976), Ph.D. (Carnegie-Mellon), Assistant Professor of Policy Sciences, 2101 West Club Boulevard
Narashashi, Toshio (1962-63; 1965), Ph.D. (Univ. of Tokyo), Professor of Physiology 2964 Friendship Road
Nash, James L. (1972), M.D. (Duke), Assistant Professor of Psychiatry, 611 Brookview Road, Chapel Hill, N.C.
Nashold, Blaine S., Jr. (1957), M.D. (McGill), Professor of Neurosurgery, 410 East Forest Hills Boulevard
Nathans, Sydney H. (1966), Ph.D. (Johns Hopkins), Associate Professor of History, 1627 Marion Avenue
¹⁴¹Nation, R. Craig (1975), Ph.D. (Duke), Visiting Assistant Professor of History, 111 Seeman Street
Naumann, Dorothy E. (1963), M.D. (Syracuse), Assistant Professor of Community Health Sciences, 2404 Tampa Avenue
Naylor, Aubrey Willard (1952), Ph.D. (Chicago), James B. Duke Professor of Botany, 2430 Wrightwood Avenue
Naylor, Thomas Herbert (1964), Ph.D. (Tulane), Professor of Economics and Computer Science, Box 2809, Chapel Hill, N.C.
Nebes, Robert David (1973), Ph.D. (California Inst. of Tech.), Assistant Professor of Medical Psychology in the Department of Psychiatry, 3310 Rolling Hill Road

¹³⁸ Through 5-31-76.

¹³⁹ Through 9-1-76.

¹⁴⁰ Through 12-31-75.

¹⁴¹ Through 5-31-76.

- Neelon, Francis A. (1969), M.D. (Harvard), Assistant Professor of Medicine, 2216 West Club Boulevard
 Neilson, Robert H. (1975), Ph.D. (Duke), Assistant Professor of Chemistry, Apartment B-1, 1422 Wyldewood Road
 Neish, Donald D. (1974), M.D. (Temple), Assistant Professor of Community Health Sciences, 301 Laurel Hill Road, Chapel Hill, N.C.
 Nelius, Sigrid (1973), M.D. (Munich), Associate in Community Health Sciences, P.O. Box 3066
 Nelson, Charles E. (1976), Ph.D. (Ohio University), Assistant Professor and Research Associate in Physics, 2708 Heather Glen
 Newborg, Barbara Carol (1952), M.D. (Johns Hopkins), Assistant Professor of Medicine, 1503 Virginia Avenue
 Newell, Josephine E. (1975), M.D. (Maryland), Associate in Community Health Sciences and Associate in Radiology, P.O. Box 68, Bailey, N.C.
 Newsom, Henry Winston (1948), Ph.D. (Chicago), James B. Duke Professor of Physics, 1111 North Gregson Street
 Newton, Francis (1967), Ph.D. (North Carolina at Chapel Hill), Professor of Latin, 2809 Legion Avenue
¹⁴²Nichols, Jack L. (1970), Ph.D. (Alberta), Associate Professor of Microbiology and Immunology, 1307 Arnette Avenue
 Nicklas, R. Bruce (1965), Ph.D. (Columbia), Professor of Zoology, 3101 Camelot Court
 Niess, Robert J. (1972), Ph.D. (Minnesota), Professor of Romance Languages, 2709 Spencer Street
 Noell, K. Thomas (1974), M.D. (Rochester), Assistant Professor of Radiology, 2307 Prince Street
 Nolte, Loren W. (1966), Ph.D. (Michigan), Professor of Electrical Engineering and Professor of Biomedical Engineering, 2708 Sevier Street
 Norton, Thomas T. (1972), Ph.D. (California at Los Angeles), Assistant Professor of Psychology and Physiology, 2708 Augusta Drive
¹⁴³Novak, Richey A. (1969), Ph.D. (Johns Hopkins), Associate Professor of Germanic Languages and Literature, 3927 Swathmore Road
 Nowlin, John B. (1967), M.D. (Duke), Assistant Professor of Community Health Sciences, Apartment 1, 2711 Bedford Street
 Nozaki, Yasuhiko (1966), Ph.D. (Univ. of Tokyo), Associate in Biochemistry, 2810 Stuart Drive
¹⁴⁴Nygard, Holger Olof (1960), Ph.D. (California at Berkeley), Professor of English, 4015 Cole Mill Road
 Oates, John F. (1967), Ph.D. (Yale), Professor of Classical Studies, 2416 Alpine Road
 O'Barr, William M. (1969), Ph.D. (Northwestern), Associate Professor of Anthropology, 713 Anderson Street
 Oddson, Terrence A. (1976), M.D. (Texas), Assistant Professor of Radiology, 809 Tinkerbell Road, Chapel Hill, N.C.
 Odom, Guy Leary (1943), M.D. (Tulane), James B. Duke Professor of Neurosurgery, 2812 Chelsea Circle
 Oehler, Jerri M. (1975), M.S.N. (Med. Coll. of Virginia), Clinical Associate in Nursing in the Department of Pediatrics and Clinical Instructor in the School of Nursing, 210 Landsbury Drive
 O'Fallon, William M. (1965), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Community Health Sciences and Assistant Professor of Mathematics, Glen Heights, Chapel Hill, N.C.
 O'Foghludha, Fearghus T. (1970), Ph.D. (National Univ. of Ireland), Professor of Radiology and Adjunct Professor of Physics, 1513 Pinecrest Road
 Older, Robert A. (1974), M.D. (Duke), Assistant Professor of Radiology, Route 1, Irongate Box 91 D4, Baha, N.C.
 Oldham, H. Newland, Jr. (1970), M.D. (Baylor), Associate Professor of Surgery, 1020 Homer Street
¹⁴⁵O'Neal, F. Hodge (1959), S.J.D. (Harvard), James B. Duke Professor of Law, Apartment E-3, 700 Moreene Road
 O'Quinn, Aglaia N. (1974), M.D. (Duke), Associate in Pediatrics, Apartment C-4, 1829 Front Street
 O'Rourke, James R., Jr. (1972), M.D. (Kentucky), Associate in Community Health Sciences and Clinical Associate in Medicine, 405 Longleaf Drive, Chapel Hill, N.C.
¹⁴⁶Osborn, Robert Tappan (1954), Ph.D. (Drew), Professor of Religion, 2732 McDowell Road
 Osterhout, Shirley K. (1967), M.D. (Duke), Assistant Professor of Pediatrics, 5133 North Willowhaven Drive
 Osterhout, Suydam (1959), M.D. (Duke), Ph.D. (Rockefeller Inst.), Professor of Microbiology and Professor of Medicine, 5133 North Willowhaven Drive
 Ottolenghi, Athos (1959), M.D. (Univ. of Pavia, Italy), Professor of Physiology and Pharmacology, 1510 Woodburn Road
 Outlaw, Douglas A. (1974), Ph.D. (North Carolina State), Instructor and Research Associate in Physics, 2503 West Club Boulevard
 Owen, Harry Ashton, Jr. (1951), Ph.D. (North Carolina State), Professor of Electrical Engineering, 2741 McDowell Road

¹⁴² Through 7-31-76.

¹⁴³ Through 8-31-76.

¹⁴⁴ Sabbatical leave, fall 1976-77.

¹⁴⁵ Through 8-31-76.

¹⁴⁶ Sabbatical leave, spring 1976-77.

- Padilla, George (1965), Ph.D. (California at Los Angeles), Associate Professor of Physiology, 3510 Donnigale Avenue
- ¹⁴⁷Paletz, David L. (1967), Ph.D. (California at Los Angeles), Associate Professor of Political Science, 1311 Carolina Avenue
- Palmer, Aubrey Edwin (1944), C.E. (Virginia), Associate Professor of Civil Engineering, 2525 Highland Avenue
- Palmer, Richard A. (1966), Ph.D. (Illinois), Associate Professor of Chemistry, 126 Pinecrest Road
- Palmore, Erdman B. (1967), Ph.D. (Columbia), Professor of Medical Sociology in the Department of Psychiatry and Professor of Sociology, 19 Scott Place
- ¹⁴⁸Parham, William E. (1972), Ph.D. (Illinois), R. J. Reynolds Industries Professor of Chemistry, 2800 DeKalb Street
- Parker, Harold Talbot (1939), Ph.D. (Chicago), Professor of History, 1005 Demerius Street
- Parker, Joseph B., Jr. (1970), M.D. (Tennessee), Professor of Psychiatry, 24 Stoneridge
- Parker, Roy T. (1954), M.D. (Med. Coll. of Virginia), F. Bayard Carter Professor of Obstetrics and Gynecology, 111 Pinecrest Road
- Parkerson, George R., Jr. (1974), M.D. (Duke), Assistant Professor of Community Health Sciences, 4040 Nottaway Road
- Partin, Harry B. (1964), Ph.D. (Chicago), Associate Professor of Religion, 2739 Spencer Street
- Paschal, Joel Francis (1954), Ph.D. (Princeton), Professor of Law, 1527 Pinecrest Road
- Patrick, Merrill Lee (1964), Ph.D. (Carnegie Inst. of Tech.), Associate Professor of Computer Science, 25 Scott Place
- Pauk, Z. Daniel (1967), M.D. (Iowa), Assistant Professor of Psychiatry, 1802 Woodburn Road
- Paul, Robert G. (1970), Ph.D. (Oklahoma), Associate in Audiology and Speech Pathology in the Department of Surgery, 3512 Chapel Hill Road
- Paulson, David F. (1972), M.D. (Duke), Associate Professor of Urology, 3911 Plymouth Road
- Payne, Bruce L. (1972), M.A. (Yale), Lecturer in Policy Sciences, 2116 Englewood Avenue
- Peach, William Bernard (1951), Ph.D. (Harvard), Professor of Philosophy, 706-F Constitution Drive
- Pearsall, George W. (1964), Sc.D. (Massachusetts Inst. of Tech.), Professor of Mechanical Engineering, 2941 Welcome Drive
- Peelle, Talmage Lee (1939), M.D. (Duke), Professor of Anatomy, Professor of Medicine (Neurology), Assistant Professor of Pediatrics, and Lecturer in Psychology, KD2 University Apartments
- Peete, Charles Henry, Jr. (1953), M.D. (Harvard), Professor of Obstetrics and Gynecology, 42 Beverly Drive
- Peete, William P. J. (1955), M.D. (Harvard), Professor of Surgery, 2814 Chelsea Circle
- Pepe, Peter Francis (1972), M.D. (Temple), Assistant Professor of Medicine, 320 Glendale Drive, Chapel Hill, N.C.
- Perkins, Ronald (1969), Ph.D. (Indiana), Professor of Geology, 2719 Montgomery Street
- ¹⁴⁹Persing, Edythe Mae (1964), M.N. (Western Reserve), Assistant Professor of Nursing, Route 2, Box 279, Chapel Hill, N.C.
- Persons, Walter Scott (1930), A.B. (Duke), Associate Professor of Physical Education, 612 Swift Avenue
- Peter, Robert Hatton (1967), M.D. (Duke), Associate Professor of Medicine, 2710 McDowell Road
- Peters, Calvin R. (1975), M.D. (Louisiana State Univ.), Assistant Professor of Plastic and Maxillofacial Surgery, 3519 Barcelona Avenue
- Petersen, Ingo H. (1976), Ph.D. (State University of Iowa), Visiting Professor of Chemistry, Apartment G-06, Building 9, 3525 Mayfair Street
- Peterson, David W. (1973), Ph.D. (Stanford), Professor of Management Sciences in the Graduate School of Business Administration, 1013 Monmouth Avenue
- Peterson, Eric W. (1976), M.D. (Duke), Clinical Associate in Psychiatry, 60 Fox Chase Road, West, Asheville, N.C.
- Petty, Olan Lee (1952), Ph.D. (Iowa), Professor of Education, 2803 McDowell Road
- ¹⁵⁰Pfeiffer, Eric A. (1966), M.D. (Washington), Professor of Psychiatry, 3203 Cromwell Road
- Pfeiffer, John Bernard, Jr. (1949), M.D. (Cornell), Professor of Medicine, 3414 Rugby Road
- Phelps, Leland R. (1961), Ph.D. (Ohio State), Professor of German, 2255 Cranford Road
- ¹⁵¹Phillips, J. Timothy (1976), LL.M. (Harvard), Visiting Professor of Law, Apartment 46-B, 3022 Chapel Hill Road
- Phillips, James Henry (1946), Ph.D. (Yale), Professor of Religion, 2517 Perkins Road
- Philpott, Jane (1951), Ph.D. (Iowa), Professor of Botany and Professor of Wood Anatomy, School of Forestry and Environmental Studies, 2260 Cranford Road
- Pickett, John E. P. (1970) Associate in Pathology and Instructor in the Medical Technology Program, 3323 Pinafore Drive

¹⁴⁷ Leave of absence 1976-77.

¹⁴⁸ Deceased May 22, 1976.

¹⁴⁹ Through 8-31-76.

¹⁵⁰ Sabbatical leave, 7-1-76 through 6-30-77.

¹⁵¹ Through 5-31-76.

- Pickrell, Kenneth LeRoy (1944), M.D. (Johns Hopkins), Professor of Plastic and Maxillofacial Surgery, 3 Sylvan Road
- Pilkey, Orrin H. (1965), Ph.D. (Florida State), Professor of Geology, Route 4, Box 426, Hillsborough, N.C.
- Pilkington, Theo Clyde (1961), Ph.D. (Duke), Professor of Biomedical Engineering and Professor of Electrical Engineering, 2932 Ridge Road
- Pinnell, Sheldon R. (1973), M.D. (Yale), Associate Professor of Medicine (Dermatology), 2815 Chelsea Circle
- Pittillo, Robert A., Jr. (1968), Ed.D. (Duke), Associate Professor of Education, 2735 Montgomery Street
- Pizzo, Salvatore V. (1976), Ph.D., M.D. (Duke), Assistant Professor of Pathology, 2107 Elmwood Avenue
- Poirier, Jacques C. (1955), Ph.D. (Chicago), Professor of Chemistry, 210 West Lavender Avenue
- 152 Porter, Ned A. (1969), Ph.D. (Harvard), Associate Professor of Chemistry, 1009 Archdale Road
- 153 Portes, Alejandro (1975), Ph.D. (Wisconsin), Professor of Sociology, Apartment 8-D, 200 Seven Oaks Road
- Portwood, Richard M. (1959), M.D. (Southwestern), Assistant Professor of Medicine, 54 Beverly Drive
- Postlethwait, Raymond W. (1955), M.D. (Duke), Professor of Surgery, 143 Pinecrest Road
- Poteat, William H. (1960), B.D., Ph.D. (Duke), Professor of Religion and Comparative Studies, 621 Greenwood Road, Chapel Hill, N.C.
- Potts, Leo (1973), M.B. (Adelaide, South Australia), Assistant Professor of Psychiatry, 12 Horizon Hill, Asheville, N.C.
- Pratt, Philip C. (1966), M.D. (Johns Hopkins), Professor of Pathology, 2707 Sevier Street
- 154 Pratt, Richard M. (1975), Ph.D. (Washington), Visiting Professor of Geology, Route 4, Box 426, Hillsborough, N.C.
- Pratt, Vernon (1964), M.F.A. (San Francisco Art Institute), Assistant Professor of Art, 416 West Markham Avenue
- Predmore, Richard Lionel (1950), D.M.L. (Middlebury), Professor of Romance Languages, 7 Glenmore Drive
- Preiss, Jack J. (1959), Ph.D. (Michigan State), Professor of Sociology, 2722 McDowell Road
- 155 Prentice, Robert Derek (1975), M.B. (Edinburgh), Visiting Associate in Community Health Sciences
- Preston, Richard A. (1965), Ph.D. (Yale), William K. Boyd Professor of History, 1124 Woodburn Road
- Price, David E. (1973), Ph.D. (Yale), Assistant Professor of Political Science and Policy Sciences, 106 Columns Road, Chapel Hill, N.C.
- Price, E. Reynolds (1958), B.Litt. (Oxford), Professor of English, Box 4813, Duke Station
- Price, James Ligon, Jr. (1952), Ph.D. (Cambridge), Professor of Religion, 2723 Circle Drive
- Price, Kathleen (1975), J.D. (Illinois), Associate Professor of Law, Apartment 101, 2017 Weymouth Street
- 156 Prinz, Patricia N. (1974), Ph.D. (Stanford), Assistant Medical Research Professor of Physiology and Pharmacology, 2115 Woodrow Street
- Pritchett, Edward L. C. (1976), M.D. (Ohio State), Associate in Medicine, 209 Watts Street
- Proverb, Philip E. (1975), Ph.D. (California at San Diego), Assistant Professor of Mathematics, Apartment 0, 700 Pace Street
- Provine, Robert C., Jr. (1976), M.A. (Harvard), Visiting Lecturer in Musicology, 905 Monmouth Avenue
- Pupkin, Marcos J. (1974), M.D. (Univ. of Chile), Associate Professor of Obstetrics and Gynecology, 4518 Cheshire Court
- Pye, A. Kenneth (1966), LL.M. (Georgetown), Professor of Law, 2802 Chelsea Circle
- Quarfordt, Steven H. (1968), M.D. (New York Univ.), Associate Professor of Medicine, 3300 Pinafore Drive
- Quin, Louis D. (1957), Ph.D. (North Carolina at Chapel Hill), Professor of Chemistry, 2740 McDowell Road
- Quinn, Galen W. (1958), D.D.S. (Tennessee), Professor of Orthodontics, 806 East Forest Hills Boulevard
- Quinn, Naomi R. (1972), Ph.D. (Stanford), Assistant Professor of Anthropology, 710 Overhill Terrace
- Raitt, Jill (1973), Ph.D. (Chicago), Associate Professor of Historical Theology in the Divinity School, 3213 Pickett Road
- Rajagopal, R. (1974), Ph.D. (Michigan), Assistant Professor of Quantitative Science, Department of Forestry, Apartment E-2, 2106 Front Street
- Rajagopalan, K. V. (1966), Ph.D. (Madras), Professor of Biochemistry, 2214 Elmwood Avenue
- Ralston, Charles W. (1954), Ph.D. (Duke), Professor of Forest Soils, 2531 Wrightwood Avenue
- Ramm, Dietolf (1969), Ph.D. (Duke), Associate Medical Research Professor of Psychiatry and Part-time Lecturer in Computer Science, 1609 Sycamore Street
- Ramon, Fidel (1974), Ph.D. (Duke), M.D. (Mexico), Assistant Medical Research Professor of Physiology and Pharmacology, 1407 Arnette Avenue
- Rampone, John F. (1973), M.D. (Marquette), Assistant Professor of Obstetrics and Gynecology, 907 Chalice Street

152 Sabbatical leave, spring 1976-77.

153 Leave of absence 1976-77.

154 Through 5-31-76.

155 Through 12-31-75.

156 Through 6-30-76.

- Randall, Dale B. J. (1957), Ph.D. (Pennsylvania), Professor of English, 2620 University Drive
 Raschke, Manfred G. (1975), B.A. (Toronto, Canada), Instructor in Classical Studies, Apartment 27-L, 2752 Middleton Street
 Raynor, Calla Ann (1962), M.A.T. (North Carolina at Chapel Hill), Assistant Professor of Physical Education, 858 Louise Circle
 Reardon, Kenneth James (1947), M.A. (Boston), Associate Professor of English, 2511 Winton Road
 Redick, Lloyd F. (1974), M.D. (Ohio State), Professor of Anesthesiology, Box 277C, Route 7, Lakeside Drive
 Reed, James C. (1976), M.D. (Miami), Associate Professor of Radiology, 608 Croom Court, Chapel Hill, N.C.
 Reed, John William (1970), M.D. (Bowman Gray), Associate Professor of Ophthalmology, 3212 Cromwell Road
 Reed, Michael C. (1974), Ph.D. (Stanford), Professor of Mathematics, 1008½ Gloria Avenue
 Reedy, Michael K. (1969), M.D. (Washington), Associate Professor of Anatomy, 2119 West Club Boulevard
 Reimer, Keith Arnold (1975), Ph.D., M.D. (Northwestern), Assistant Professor of Pathology, Route 7, Box 215, Timberly Drive
 Reisner, Emily G. (1973), Ph.D. (Case Western Reserve), Associate in Immunology, Apartment 16-E, 2836 Chapel Hill Road
 Reiss, Edmund (1967), Ph.D. (Harvard), Professor of English, Route 3, Box 187
¹⁵⁷Renkart, A. W. (1961), M.D. (Duke), Associate Professor of Pediatrics, 1201 Shepard Street
¹⁵⁸Reppy, William A., Jr. (1971), J.D. (Stanford), Professor of Law, 604 Laurel Hill Road, Chapel Hill, N.C.
¹⁵⁹Reynolds, Jacqueline A. (1969), Ph.D. (Washington), Associate Professor of Biochemistry, 1430 North Mangum Street
 Reznick, Bruce A. (1976), Ph.D. (Stanford), Assistant Professor of Mathematics, Apartment 9-B, 1808 Chapel Hill Road
 Rhoads, John McFarlane (1956), M.D. (Temple), Professor of Psychiatry and Lecturer in Pastoral Care in the Divinity School, 2404 Prince Street
 Rice, John R. (1976), M.D. (Miami), Associate in Medicine, 4109 Deepwood Circle
 Rice, Reed P. (1965), M.D. (Indiana), Professor of Radiology, 800 Cedar Falls Road
¹⁶⁰Rice, Willy Earl (1974), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Sociology, 500 Umstead Drive, Apartment 204-D, Chapel Hill, N.C.
 Richardson, David C. (1969), Ph.D. (Massachusetts Inst. of Tech.), Associate Professor of Biochemistry, 213 Nanaline H. Duke Bldg.
 Richardson, Jane Shelby (1970), M.A.T. (Harvard), Associate in Anatomy, 213 Nanaline H. Duke Bldg.
 Richardson, Lawrence, Jr. (1966), Ph.D. (Yale), Professor of Latin in the Department of Classical Studies, 1103 North Gregson Street
 Richey, McMurry S. (1954), B.D., Ph.D. (Duke), Professor of Theology and Christian Nurture in the Divinity School, 2725 Dogwood Road
 Riebel, John D. (1962), M.A. (Duke), Associate Professor of Health, Physical Education, and Recreation, 60 Oakwood Drive, Chapel Hill, N.C.
 Rigsby, Kent J. (1971), Society of Fellows (Harvard), Assistant Professor of Classical Studies, 1006 Minerva Avenue
 Ripley, Dana Phelps (1959), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Romance Languages, 1303 Dollar Avenue
 Ripley, Godfrey D. (1976), M.B. (London), Visiting Associate in Community Health Sciences, Apartment 104, 3547 Mayfair Street
 Roberson, N. Russell (1963), Ph.D. (Johns Hopkins), Professor of Physics, 3406 Ogburn Court
 Roberts, George W. (1971), Ph.D. (Cambridge), Associate Professor of Philosophy, 2706 Montgomery Street
 Robertson, Horace B., Jr. (1976), J.D. (Georgetown), Visiting Professor of Law, 2729 Sevier Street
 Robertson, J. David (1966), M.D. (Harvard), Ph.D. (Massachusetts Inst. of Tech.), James B. Duke Professor of Anatomy, 32 Oak Drive
 Robinson, Charles K. (1961), Ph.D. (Duke), Associate Professor of Philosophical Theology in the Divinity School, 132 Larkspur Circle
 Robinson, George M. (1971), Ph.D. (Chicago), Assistant Professor of Psychology, 2431 Alpine Road
 Robinson, Hugh G. (1964), Ph.D. (Duke), Professor of Physics, 2749 McDowell Road
 Robinson, Roscoe R. (1962), M.D. (Oklahoma), Professor of Medicine, 3929 Nottaway Road
¹⁶¹Rockness, Howard O. (1976), Ph.D. (Washington), Visiting Assistant Professor of Management Sciences, 800 Shady Lawn Road, Chapel Hill, N.C.

¹⁵⁷ Through 3-31-76.

¹⁵⁸ Leave of absence 7-1-76 through 6-30-77.

¹⁵⁹ Sabbatical leave 9-1-77 through 8-31-78.

¹⁶⁰ Leave of absence 1-1-77 through 12-31-77.

¹⁶¹ Through 5-31-76.

- Rockwell, William James Kenneth (1968), M.D. (Duke), Assistant Professor of Psychiatry, 3519 Donnigale Street
- Roe, Charles R. (1969), M.D. (Duke), Associate Professor of Pediatrics, 1409 Colewood Drive
- Roe, David B. (1976), Ph.D. (Duke), Instructor and Research Associate in Physics, 916 Lambeth Circle
- Rogerson, C. A. (Tony) (1976), M.B. (Cambridge), Visiting Associate in Community Health Sciences, 2113 Beechtree Avenue, Sanford, N.C.
- Rogowski, Ronald L. (1975), Ph.D. (Princeton), Associate Professor of Political Science, 924 Urban Avenue
- Rolleston, James (1975), Ph.D. (Yale), Associate Professor of Germanic Languages and Literature, 3238 Pickett Road
- ¹⁶²Ropp, Theodore (1938), Ph.D. (Harvard), Professor of History, 302 East Woodridge Drive
- Rosati, Robert A. (1971), M.D. (Duke), Assistant Professor of Medicine and Associate in Community Health Sciences, 3615 Randolph Road
- ¹⁶³Roseman, Jeffrey M. (1975), M.D., Ph.D. (Chicago), Associate in Community Health Sciences, 1312 Hudson Avenue
- Rosen, Beverly K. (1974), B.A. (Pennsylvania), M.S.W. (North Carolina at Chapel Hill), Associate in Community Health Sciences, 403 Knob Court, Chapel Hill, N.C.
- Rosen, Gerald M. (1972), Ph.D. (Clarkson Coll. of Tech.), Assistant Professor of Pharmacology, 403 Knob Court, Chapel Hill, N.C.
- Rosen, Lawrence (1974), J.D., Ph.D.(Chicago), Associate Professor of Anthropology and Adjunct Associate Professor of Law, 1528 Hermitage Court
- Rosenberg, Donald K. (1976), Ph.D. (Ohio State), Assistant Professor of Germanic Languages and Literature, 919 Monmouth Avenue
- Rosenberg, Stanley J. (1975), M.D. (Michigan), Assistant Professor of Anesthesiology, 110 Forestwood Drive
- Rosendahl, Bruce R. (1976), Ph.D. (California at San Diego), Assistant Professor of Geology, 1328 Clermont Road
- Rosenthal, Myron (1971), Ph.D. (Duke), Assistant Professor of Physiology, 4514 Regis Avenue
- Roses, Allen David (1970), M.D. (Pennsylvania), Assistant Professor of Medicine, 2801 Shoreham Street
- Ross, David J. (1972), Ph.D. (Stanford), Assistant Professor of Philosophy, Apartment 29-D, 2752 Midleton Street
- Ross, Norman F. (1937), D.D.S. (Temple), Associate Professor of Dentistry, 2811 Chelsea Circle
- Rosse, Wendell F. (1966), M.D.(Chicago), Professor of Medicine and Associate Professor of Immunology, Route 7, Box 223, Timberly Drive
- Roth, Susan (1973), Ph.D. (Northwestern), Assistant Professor of Psychology, 406 Lyons Road, Chapel Hill, N.C.
- Rourk, Malcolm H. (1971), M.D. (Pennsylvania), Assistant Professor of Pediatrics and Assistant Professor of Community Health Sciences, 808 Wells Street
- Rowe, Thomas D., Jr. (1975), J. D. (Harvard), Associate Professor of Law, 712-D Constitution Drive
- Roy, Donald Francis (1950), Ph.D. (Chicago), Professor of Sociology, 604 North Gregson Street
- Ruderman, Robert J. (1976), M.D. (Rochester), Assistant Professor of Orthopaedic Surgery and Associate in Pediatrics, 3612 Alman Drive
- ¹⁶⁴Rudin, John Jesse, II (1945), Ph.D. (Northwestern), Associate Professor of Christian Communications, 1640 Marion Street
- ¹⁶⁵Ruff, Willie H. (1976), M.M. (Yale), Visiting Lecturer in Jazz, 96 Wall Street, New Haven, Connecticut
- Rundles, Ralph Wayne (1945), Ph.D. (Cornell), M.D. (Duke), Professor of Medicine, 3608 Westover Road
- Ryals, Clyde de Loache (1973), Ph.D. (Pennsylvania), Professor of English, 1620 University Drive
- Sabiston, David Coston, Jr. (1964), M.D. (Johns Hopkins), James B. Duke Professor of Surgery, 1528 Pincrest Road
- Sagberg, Anne E. (1956), M.D. (Onslow), Assistant Clinical Professor of Psychiatry, Highland Hospital, Asheville, N.C.
- Sage, Harvey J. (1964), Ph.D. (Yale), Associate Professor of Biochemistry and Associate Professor of Immunology, 2960 Welcome Drive
- Salomon, Lester M. (1973), Ph.D. (Harvard), Associate Professor of Political Science and Associate Professor of Policy Sciences, 3503 Mossdale Avenue
- Salber, Eva J. (1971), M.D. (Univ. of Cape Town, South Africa), Professor of Community Health Sciences, 1308 Arboretum Drive, Chapel Hill, N.C.
- Saltzman, Herbert A. (1958), M.D. (Philadelphia), Professor of Medicine, 2728 McDowell Road
- Salzano, John (1958), Ph.D. (Iowa State), Associate Professor of Physiology, 409 Clarion Drive
- Samuels, Jesse D. (1975), M.D. (Duke), Assistant Professor of Community Health Sciences, 2465 Wayfarer Court, Chapel Hill, N.C.

¹⁶² Leave of absence 1976-77.

¹⁶³ Through 9-31-76.

¹⁶⁴ Retired 8-31-76.

¹⁶⁵ Through 5-31-76.

- Sanders, Aaron P. (1956), Ph.D. (North Carolina at Chapel Hill), Professor of Radiology, Route 1, Box 119-G2, Bahama, N.C.
- Sanford, David (1970), Ph.D. (Cornell), Associate Professor of Philosophy, 2227 Cranford Road
- Santi, Enrico Mario (1976), M.Ph. (Yale), Instructor in Romance Languages, Apartment 27-G, 2752 Mid-dleton
- ¹⁶⁶Sarneski, Joseph E. (1975), Ph.D. (Case Western Reserve), Visiting Assistant Professor of Chemistry, Apartment 34-B, 311 Shannon Road
- ¹⁶⁷Saville, Eugenia Curtis (1947), M.A. (Columbia), Associate Professor of Music, 1103 Anderson Street
- Saville, Lloyd Blackstone (1946), Ph.D. (Columbia), Professor of Economics, 1103 Anderson Street
- Sawyer, Robert N. (1976), Ed.D. (Wyoming), Associate Professor of Education, 4600 Berini Drive
- Schafer, Sally A. (1975), M.S.N. (Case Western Reserve), Instructor in Nursing, Apartment 104-C, 3022 Chapel Hill Road
- Schanberg, Saul M. (1967), Ph.D., M.D. (Yale), Professor of Pharmacology and Assistant Professor of Neurology, 1604 Pinecrest
- Scheiner, James H. (1975), Ph.D. (Ohio State), Assistant Professor of Business Administration, Apartment 1-D, 200 Seven Oaks Road
- ¹⁶⁸Scheinman, Melvin M. (1976), M.D. (Albert Einstein Coll. of Med.), Visiting Associate Professor of Medicine, 3300 Shannon Road
- Schenk, Katherine N. (1972), Ed.D. (Florida), Associate Professor of Nursing, 1300 Kent Street
- Schiffman, Harold (1963), Ph.D. (Princeton), Professor of Psychology, Apartment 28, 2724 Middleton Street
- Schiffman, Susan S. (1972), Ph.D. (Duke), Assistant Professor of Medical Psychology in the Department of Psychiatry and Lecturer in Psychology, 18 Heath Place
- Schilder, Marvin A. (1973), B.B.A. (City Coll. of New York), Assistant Professor of Community Health Sciences, 3920 Saint Marks Road
- Schmidt, Herbert J. (1975), M.D. (Missouri), Associate in Obstetrics and Gynecology, Apartment C-2, 1336 Newcastle Road
- Schmidt, Margaret C. (1974), M.A. (Louisville), Associate in Pathology, 5814 Scalybark Road
- Schmidt-Nielsen, Knut (1952), Dr.Phil. (Copenhagen), James B. Duke Professor of Physiology in the Department of Zoology, c/o Zoology Department
- Schneider, Kenneth A. (1976), M.D. (Northwestern), Professor of Pathology, Route 2, Box 160, Chapel Hill, N.C.
- Schomberg, David W. (1968), Ph.D. (Purdue), Associate Professor of Obstetrics and Gynecology and Assistant Professor of Physiology, Route 1, Box 304A
- Schwartz, Michael (1976), B.A. (Middlebury College), Instructor in English, 4022 Chapel Hill Road
- ¹⁶⁹Scoggin, Charles H. (1973), M.D. (Colorado), Associate in Medicine, 111 Harrison Street, Denver, Colorado
- ¹⁷⁰Scott, Anne Firor (1961), Ph.D. (Radcliffe), Professor of History, 1028 Highland Woods, Chapel Hill, N.C.
- ¹⁷¹Scott, David William (1971), Ph.D. (Yale), Associate Professor of Microbiology and Immunology, 3203 Winfield Drive
- Scott, Jean A. (1974), Ph.D. (Harvard), Assistant Professor of History, Apartment 1-28, 2752 Middleton Street
- Scott, William Evans (1958), Ph.D. (Yale), Professor of History, 3064-C Colony Road
- Scoville, Richard A. (1961), Ph.D. (Yale), Associate Professor of Mathematics, 2313 West Club Boulevard
- Scullin, Daniel C., Jr. (1974), M.D. (Ohio State), Associate in Medicine, 5 Pine Tree Lane, Route 2, Chapel Hill, N.C.
- Seaber, Judy H. (1969), B.A. (Emory), Assistant Clinical Professor of Ophthalmology, Richmond Downs Farm, Hillsborough, N.C.
- Sealy, Will Camp (1946), M.D. (Emory), Professor of Thoracic Surgery, 2232 Cranford Road
- Searles, Richard B. (1965), Ph.D. (California at Berkeley), Associate Professor of Botany, 1800 Woodburn Road
- Sedwick, W. David (1976), Ph.D. (Pennsylvania), Assistant Medical Research Professor of Medicine, 3805 Westcrest Drive
- Seigler, Hilliard Foster (1967), M.D. (North Carolina at Chapel Hill), Associate Professor of Surgery and Associate Professor of Immunology, 4006 King Charles Road
- Selman, Richard D. (1976), M.D. (Emory), Associate in Psychiatry, 102 Furman Avenue, Apt. 40, Asheville, N.C.
- Semans, James Hustead (1953), M.D. (Johns Hopkins), Professor of Urology, 1415 Bivins Street
- Serafin, Donald (1974), M.D. (Duke), Assistant Professor of Plastic and Maxillofacial Surgery in the Department of Surgery, 824 Anderson Street
- Serwer, Gerald A. (1974), M.D. (Duke), Assistant Professor of Pediatrics, 3805 Hillgrand Drive

¹⁶⁶ Through 8-31-76.

¹⁶⁷ Leave of absence, spring 1976-77.

¹⁶⁸ Through 6-30-76.

¹⁶⁹ Through 6-30-76.

¹⁷⁰ Sabbatical leave 1976-77.

¹⁷¹ Sabbatical leave 1976-77.

- 172 Sessoms, Stuart M. (1968), M.D. (Med. Coll. of Virginia), Professor of Medicine and Professor of Health Administration, 3432 Dover Road
 Severns, Catherine M. (1971), Certificate in Nursing (Yale), Associate in the Department of Community Health Sciences, 2106 Woodrow Street
 Seyler, Suzanne M. (1976), M.S. (Wisconsin), Instructor in Nursing, 2221 Thunder Road
 Sharon, Boaz (1976), M.M. (Boston), Lecturer in Music, Apartment 3-I, 311 South LaSalle Street
 Shaughnessy, Edward J., Jr. (1975), Ph.D. (Virginia), Assistant Professor of Mechanical Engineering, 805 Duluth Street
 Shaw, Barbara R. (1975), Ph.D. (Washington), Assistant Professor of Chemistry, Apartment 202, 3525 Mayfair Street
 Shelburne, John D. (1973), Ph.D., M.D. (Duke), Assistant Professor of Pathology, 4302 Malvern Road
 Sheldon, Gary Wayne (1975), M.D. (St. Louis Univ.), Associate in Obstetrics and Gynecology, 100 Forestwood Drive
 173 Shepard, Marion L. (1967), Ph.D. (Iowa State), Associate Professor of Mechanical Engineering, 3421 Pi-nafore Drive
 Shields, M. Bruce (1974), M.D. (Oklahoma Univ.), Assistant Professor of Ophthalmology, 2713 Spencer Street
 Shimm, Melvin G. (1953), LL. B. (Yale), Professor of Law, 2429 Wrightwood Avenue
 174 Shimoni, Kitty (1974), M.D. (Univ. of Zurich), Associate in Community Health Sciences, 609 Tinkerbell Road, Chapel Hill, N.C.
 Shingleton, William Warner (1947), M.D. (Bowman Gray), Professor of Surgery, 3866 Somerset Drive
 Shirazi, Khalil K. (1975), M.D. (Meshad, Iran), Associate in Radiology, 407 Melanie Court, Chapel Hill, N.C.
 Shoenfield, Joseph Robert (1952), Ph.D. (Michigan), Professor of Mathematics, Apartment 2-G, 311 La-Salle Street
 Shonek, Romesh Kumar (1970), M.A. (Punjab Univ.), Lecturer in Hindi-Urdu, 5602 Greenbay Drive
 Shows, William Derek (1967), Ph.D. (Duke), Assistant Professor of Medical Psychology in the Department of Psychiatry, Lecturer in Psychology and Lecturer in Religion, Apartment A-1, 1336 New Castle Road
 Shrivastav, Brij B. (1974), Ph.D. (Western Ontario, Canada), Assistant Medical Research Professor of Physiology and Pharmacology, 5215 Russell Road
 Shubert, Richard (1975), Ph.D. (Washington), Assistant Professor of Electrical Engineering, Apartment D, 218 Alexander Drive
 Shuman, R. Baird (1962), Ph.D. (Pennsylvania), Professor of Education, 433 Green Street
 175 Sidbury, James B. (1961), M.D. (Columbia), Professor of Pediatrics, 4044 Nottaway Road
 Siedow, James N. (1976), Ph.D. (Indiana), Assistant Professor of Botany, 1002 Dacian Avenue
 176 Siegel, Lewis (1968), Ph.D. (Johns Hopkins), Associate Professor of Biochemistry, 3006 Glendale Avenue
 Siegler, Ilene C. (1974), Ph.D. (Syracuse), Assistant Professor of Medical Psychology in the Department of Psychiatry, Route 2, Box 125, Hideaway Drive, Chapel Hill, N.C.
 Sieker, Herbert O. (1955), M.D. (Washington), Professor of Medicine, 3949 Plymouth Road
 Silberman, Harold (1962), M.D. (Washington Univ.), Professor of Medicine, 2718 Princeton Drive
 Silver, George Addison, III (1946), M.D. (Duke), Associate Professor of Psychiatry, 3910 Dover Road
 Simon, Sidney A. (1974), Ph.D. (Northwestern), Assistant Medical Research Professor of Physiology and Pharmacology and Assistant Medical Research Professor of Anesthesiology, 830 Burch Avenue
 Simpson, Ida Harper (1959), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Sociology, 604 Brookview Road, Chapel Hill, N.C.
 177 Skinner, Leroy C. (1959), M.A. (Maryland), Associate Professor of Physical Education, 416 Argonne Drive
 178 Skyler, Jay S. (1972), M.D. (Jefferson Med. Coll.), Assistant Professor of Medicine, 4231-B American Drive
 Slawter, Mary A. (1976), M.S. (North Carolina at Chapel Hill), Clinical Instructor in Nursing, 914 Hale Street
 Slotkin, Theodore A. (1971), Ph.D. (Rochester), Associate Professor of Physiology and Pharmacology, 604 Duluth Street
 179 Smith, Carol Ann (1974), Ph.D. (Stanford), Associate Professor of Anthropology, 512 Bonair Avenue
 Smith, Constance (1973), M.Nurs. (Washington), Assistant Professor of Nursing, Apartment E-16, 1829 Front Street
 Smith, David Alexander (1962), Ph.D. (Yale), Associate Professor of Mathematics, 2032 West Club Boulevard

172 Through 12-31-75.

173 Sabbatical leave, spring 1976-77.

174 Through 5-30-76.

175 Leave of absence 9-1-75 through 8-31-77.

176 Sabbatical leave 9-1-76 through 8-31-77.

177 Sabbatical leave, spring 1976-77.

178 Through 10-31-76.

179 Leave of absence 1976-77.

- Smith, Donald S., II (1961), M.H.A. (Minnesota), Assistant Professor of Hospital Administration, 4167 Deepwood Circle
- Smith, Dwight Moody, Jr. (1965), Ph.D. (Yale), Professor of New Testament Interpretation in The Divinity School, 2728 Spencer Street
- Smith, Grover C. (1952), Ph.D. (Columbia), Professor of English, 215 West Woodridge Drive
- Smith, Harmon L. (1959), Ph.D. (Duke), Professor of Moral Theology in the Divinity School and Professor of Community Health Sciences, 3510 Randolph Road
- Smith, James B., Jr. (1969), M.M. (Union Theological Seminary), Lecturer in Music, 2500 Glendale Avenue
- Smith, Joel (1958), Ph.D. (Northwestern), Professor of Sociology, 4 Stoneridge Circle
- Smith, L. P. (1967), M.S. (Massachusetts Inst. of Tech.), Assistant Professor of Mathematics, 3505 Rugby Road
- ¹⁸⁰Smith, Peter (1959), Ph.D. (Cambridge), Professor of Chemistry, 2711 Circle Drive
- Smith, R. Kent, Jr. (1975), Ph.D. (Maryland), Assistant Professor and Research Associate in Physics, 2019 Wilson Street
- Smith, Ralph E. (1970), Ph.D. (Colorado), Associate Professor of Microbiology and Immunology, 4146 Deepwood Circle
- Smith, Thomas Allan (1970), M.D. (Vanderbilt), Associate in Psychiatry, 25 Glendale Road, Asheville, N.C.
- Smith, Wirt W. (1957), M.D. (Texas), Associate Professor of Experimental Surgery, 3301 Surrey Road
- ¹⁸¹Smullin, Frank M. (1972), M.F.A. (Queens Coll.), Instructor in Art, 918 Green Street
- Snow, Thomas R. (1976), Ph.D. (Duke), Medical Research Associate in Medicine, 1019 West Markham Avenue
- Snyderman, Ralph (1971), M.D. (State Univ. of New York), Associate Professor of Medicine and Associate Professor of Immunology, 2600 Princeton Avenue
- Solovieff, Gregory V. (1976), M.D. (Duke), Associate in Community Health Sciences, 2108-A West Knox Street
- Somjen, George G. (1963), M.D. (Amsterdam), Professor of Physiology, 6509 Hunters Lane
- Sommer, Joachim R. (1957), M.D. (Munich), Professor of Pathology, 2724 Sevier Street
- Soroush, Ali (1975), M.D. (Isfahan, Iran), Associate in Medicine, Apartment 14-F, 2748 Middleton Street
- Soules, Michael R. (1976), M.D. (Los Angeles at California), Associate in Obstetrics and Gynecology, 918 West Markham Avenue
- Spach, Madison S. (1958), M.D. (Duke), Professor of Pediatrics and Associate Professor of Physiology, 2632 McDowell Road
- Spangler, Dorothy (1954), M.A. (North Carolina at Chapel Hill), Associate Professor of Physical Education, Apartment M, 2729 Brown Avenue
- Sparks, Bertel M. (1966), S.J.D. (Michigan), Professor of Law, 1707 Woodburn Road
- Spencer, Curtis E. (1975), M.S. (North Carolina A&T), Visiting Assistant Professor of Aerospace Studies, 3702 Suffolk Street
- Spock, Alexander (1962), M.D. (Maryland), Associate Professor of Pediatrics, 515 Duluth
- Spragens, Thomas (1968), Ph.D. (Duke), Associate Professor of Political Science, 227 Forestwood Drive
- Stack, Carol B. (1975), Ph.D. (Illinois), Assistant Professor of Policy Sciences and Anthropology, 2041 Englewood Avenue
- ¹⁸²Stackelberg, Olaf (1963), Ph.D. (Minnesota), Associate Professor of Mathematics, 2101 West Club Boulevard
- Staddon, John (1967), Ph.D. (Harvard), Professor of Psychology, 2719 McDowell Road
- Stafford, Nancy H. (1973), B.S. (Indiana), Associate in Physical Therapy, Apartment A-2, 1479 Newcastle Road
- Stambaugh, William J. (1961), Ph.D. (Yale), Professor of Forest Pathology, 3211 Sherbon Drive
- Stanley, D. Keith, Jr. (1961), Ph.D. (Johns Hopkins), Associate Professor of Classical Studies, Box 171, Mount Sinai Road
- ¹⁸³Starmer, Charles Frank (1966), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Computer Science and Assistant Professor of Medicine (Computer Science), Route 7, Gray Bluff Trail, Chapel Hill, N.C.
- Stars, W. K. (1966), M.A. (North Carolina at Chapel Hill), Associate Professor of Art, 1916 Glendale Avenue
- Stead, Eugene Anson, Jr. (1947), M.D. (Emory), Florence McAlister Professor of Medicine, 2122 Campus Drive
- Stead, Nancy W. (1975), M.D. (Duke), Associate in Medicine, 3926 Linden Terrace
- ¹⁸⁴Steegar, David M. (1971), Ph.D. (Toronto), Assistant Professor of Romance Languages, 5401 Old Well Street

¹⁸⁰ Sabbatical leave, spring 1976-77.

¹⁸¹ Leave of absence, fall 1976-77.

¹⁸² Leave of absence 9-1-76 through 8-31-78.

¹⁸³ Leave of absence 7-1-76 through 6-30-77.

¹⁸⁴ Through 8-31-76.

- Stefanics, Charlotte (1974), M.S. (Ohio State), Instructor in Nursing, Apartment R-5, 2808 Croasdale Drive
- 185 Steinman, Howard Mark (1972), Ph.D. (Yale), Assistant Medical Research Professor of Biochemistry, Apartment 11, 501 Dupont Circle
- 186 Steinmetz, David C. (1971), Th.D. (Harvard), Professor of Church History and Doctrine in the Divinity School, 2517 Wrightwood Avenue
- Stephenson, Timothy Patrick (1976), M.D. (St. Bartholomew's, London), Associate in Urology in the Department of Surgery, Apartment 1, 2211 Morehead Avenue
- Stewart, Philip Robert (1972), Ph.D. (Yale), Associate Professor of Romance Languages, 522 Wofford Road
- Stickel, Delford L. (1962), M.D. (Duke), Professor of Surgery, 3108 Devon Road
- Stoltz, Otto George (1972), J.D. (Virginia), Professor of Law, Route 1, Box 249, St. Mary's Road, Hillsborough, N.C.
- Stone, Alan A. (1975), Ph.D. (Washington), Assistant Professor of History, 2106 Strebor Road
- Stone, Deborah Ann (1974), Ph.D. (Massachusetts Institute of Technology), Assistant Professor of Policy Sciences and Assistant Professor of Political Science, 224 West Trinity Avenue
- Stone, Donald E. (1963), Ph.D. (California at Berkeley), Professor of Botany, 2706 Spencer Street
- Stone, Kenneth R. (1976), Ph.D. (Colorado), Assistant Medical Research Professor of Urology in the Department of Surgery, 936 Clarion Drive
- Stone, Virginia (1966), Ph.D. (North Carolina at Chapel Hill), Professor of Nursing, Apartment A-3, 1829 Front Street
- Stopford, Woodhall (1973), M.D. (Harvard), Assistant Professor of Community Health Sciences, Route 1, Box 288, Hillsborough, N.C.
- 187 Storey, Kenneth B. (1974), Ph.D. (British Columbia), Assistant Professor of Zoology, 047 Biological Sciences
- Strain, Boyd R. (1969), Ph.D. (California at Los Angeles), Associate Professor of Botany, 2610 Oberlin Drive
- Strandberg, Victor H. (1966), Ph.D. (Brown), Associate Professor of English, 2709 Augusta Drive
- Strauss, Harold C. (1972), M.D. (McGill), Assistant Professor of Medicine and Assistant Professor of Pharmacology, 2403 Wrightwood Avenue
- Strickler, Timothy Lee (1973), Ph.D. (Chicago), Assistant Professor of Anatomy, 2911 Sparger Road
- Strobel, Howard A. (1948), Ph.D. (Brown), Professor of Chemistry, 1119 Woodburn Road
- Sturmer, Raymond A. (1975), M.D. (Georgetown), Assistant Professor of Pediatrics, 2478 Foxwood Drive, Chapel Hill, N.C.
- 188 Suberman, Rick Ian (1975), M.D. (North Carolina at Chapel Hill), Assistant Professor of Radiology and Associate in Pediatrics, 510 East Franklin Street, Chapel Hill, N.C.
- Sullivan, James Bolling (1970), Ph.D. (Texas), Associate Professor of Biochemistry, 200 Craven Street, Beaufort, N.C.
- Sullivan, John L. (1973), M.D. (Johns Hopkins), Assistant Professor of Psychiatry, 902 The Oaks, Chapel Hill, N.C.
- Sullivan, Robert J., Jr. (1974), M.D. (Cornell), Assistant Professor of Community Health Sciences and Assistant Professor of Medicine, 306 Highview Drive, Chapel Hill, N.C.
- Sunder, Theodore R. (1976), M.D. (Thomas Jefferson University), Associate in Pediatrics, Apartment 21-E, 1315 Morreene Road
- 189 Sunderland, Elizabeth Read (1932-42; 1943), Ph.D. (Radcliffe), Professor of Art, 6416 College Station
- 190 Sutherland, John P. (1969), Ph.D. (California at Berkeley), Associate Professor of Zoology, 412 Ann Street, Beaufort, North Carolina
- Swanson, Louis Earl (1949), A.B. (Hamline), Associate Professor of Hospital Administration, 2418 Wrightwood Avenue
- Sydnor, Charles Ford (1972), M.D. (Virginia), Assistant Professor of Ophthalmology, Route 2, Box 251-A, Snow Camp, N.C.
- Talton, Ingeborg Hildebrand (1968), Ph.D. (Geissen), M.D. (Frankfurt/Main, Germany), Associate Professor of Anesthesiology, 2725 Montgomery Street
- Tanford, Charles (1960), Ph.D. (Princeton), James B. Duke Professor of Physical Biochemistry, 1430 North Mangum Street
- Taylor, Robert Earl (1974), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Business Administration, 1727 Allard Road, Chapel Hill, N.C.
- 191 TePaske, John (1967), Ph.D. (Duke), Professor of History, 15 Heath Place

185 Through 10-15-76.

186 Leave of absence, spring 1976-77.

187 Leave of absence 9-1-75 through 8-31-77.

188 Through 9-30-76.

189 Sabbatical leave, spring 1976-77.

190 Sabbatical leave January 1976 through December 1976.

191 Leave of absence 1976-77.

- ¹⁹²Tetel, Marcel (1960), Ph.D. (Wisconsin), Professor of Romance Languages, 1804 Woodburn Road
 Thompson, Robert J., Jr. (1975), Ph.D. (North Dakota), Assistant Professor of Medical Psychology in the Department of Psychiatry and Associate in Medical Psychology in the Department of Pediatrics, 2516 Alpine Road
 Thompson, Thomas T. (1970), M.D. (Med. Coll. of Virginia), Associate Professor of Radiology and Associate Professor of Community Health Sciences, 2116 Front Street
 Thompson, William M. (1974), M.D. (Pennsylvania), Assistant Professor of Radiology, 3920 Hope Valley Road
 Thurstone, Frederick L. (1967), Ph.D. (North Carolina State), Professor of Electrical Engineering and Professor of Biomedical Engineering, 2532 Sevier Street
 Tindall, John Philip (1966), M.D. (Duke), Professor of Medicine, 4039 King Charles Road
 Tirro, Frank (1973), Ph.D. (Chicago), Associate Professor of Music, 3816 Pickett Road
 Tiryakian, Edward A. (1965), Ph.D. (Harvard), Professor of Sociology, 1523 Hermitage Court
 Tisher, C. Craig (1969), M.D. (Washington Univ.), Associate Professor of Medicine and Associate Professor of Pathology, 3825 Nottaway Road
 Titus, Bert R. (1961), C.P.O., Associate Professor of Orthotics and Prosthetics, 225 West Woodridge Drive
¹⁹³Tolley, H. Dennis (1974), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Community Health Sciences and Assistant Professor of Biomedical Engineering, Route 3, Box 301
 Tomlinson, Russell F. (1962), Ph.D. (Florida), Assistant Professor of Medical Psychology in the Department of Psychiatry, 401 Holly Lane, Chapel Hill, N.C.
¹⁹⁴Tosteson, Daniel C. (1961), M.D. (Harvard), Visiting Professor of Physiology, 5645 South Woodlawn Avenue, Chicago, Illinois
 Toth, Paul S. (1975), B.S. (Kent State Univ.), Associate in Community Health Sciences, 3607 Mossdale Avenue
 Touchstone, William A. (1976), M.A. (Iowa), Associate in Activities Therapy in the Department of Psychiatry, 102 Furman Avenue, Apt. 30, Asheville, N.C.
 Tourian, Ara Y. (1969), M.D. (State Univ. of Iowa), Associate Professor of Medicine, 1018 Demerius Street
 Tower, Edward (1974), Ph.D. (Harvard), Associate Professor of Economics, Box 262, Route 7, Parker Road, Chapel Hill, N.C.
¹⁹⁵Treml, Vladimir G. (1967), Ph.D. (North Carolina at Chapel Hill), Professor of Economics, 603 Long Leaf Drive, Chapel Hill, N.C.
¹⁹⁶Trilling, Richard J. (1970), Ph.D. (Wisconsin), Assistant Professor of Political Science, 1400 Welcome Drive
 Trivedi, Kishor (1975), Ph.D. (Illinois), Assistant Professor of Computer Science, Apartment 4, 1935 Southwood Drive
 Trought, William S. (1975), M.D. (Tufts), Assistant Professor of Radiology, 4021 Bristol Road
 Trowbridge, Lynn M. (1976), M.M. (Illinois), Visiting Lecturer in Music, Apartment 3, 2117 Bedford Street
 Tsui, Yuet (1972), Ph.D. (Duke), Assistant Professor of Civil Engineering, 3815 Tremont Drive
¹⁹⁷Tucek, Paul C. (1974), D.V.M. (Illinois), Associate in Pathology, 1908 Overland Drive, Chapel Hill, N.C.
 Tucker, Vance (1964), Ph.D. (California at Los Angeles), Professor of Zoology, 0040 Biological Sciences Bldg.
¹⁹⁸Turner, Arlin (1953), Ph.D. (Texas), James B. Duke Professor of English, 1115 Woodburn Road
 Turner, Mary Neville (1971), M.S.N. (Yale), Assistant Professor of Nursing, Apartment B-11, 1829 Front Street
 Turner, Stephen Roy (1976), Ph.D. (Duke), Medical Research Associate in Medicine, 920 Burch Avenue
 Tuthill, Richard Lovejoy (1953), Ed.D. (Columbia), Professor of Economic Geography, 2709 Dogwood Road
 Tyor, Malcolm P. (1955), M.D. (Duke), Professor of Medicine, 810 East Forest Hills Boulevard
 Tyrey, Lee (1970), Ph.D. (Illinois), Associate Professor of Obstetrics and Gynecology and Assistant Professor of Anatomy, 3306 Rolling Hill Road
 U, Raymond (1967), Ph.D. (Kyoto Univ.) Assistant Professor of Radiology, 3916 Linden Terrace
¹⁹⁹Uhrhane, Luella Jane (1947), M.P.H. (North Carolina at Chapel Hill), Associate Professor of Health Education, Apartment 37-A, 854 Louise Circle
 Urban, Bruno J. (1972), M.D. (Univ. of Cologne, Germany), Associate Professor of Anesthesiology and Assistant Professor of Neurosurgery, 5414 Beaumont Drive
 Urbaniak, James R. (1969), M.D. (Duke), Associate Professor of Orthopaedics, 3918 Dover Road

¹⁹² Sabbatical leave, spring 1976-77.

¹⁹³ Through 8-1-76.

¹⁹⁴ Through 6-30-76.

¹⁹⁵ Sabbatical leave 1976-77.

¹⁹⁶ Through 8-31-76.

¹⁹⁷ Through 10-1-76.

¹⁹⁸ Leave of absence, spring 1976-77.

¹⁹⁹ Leave of absence 1976-77.

- 200 Utku, Senol (1970), Sc.D. (Massachusetts Inst. of Tech.), Professor of Civil Engineering, Apartment 30-B, 3311 Shannon Road
- Valenzuela, Arturo (1970), Ph.D. (Columbia), Associate Professor of Political Science, 1706 Shawnee Street
- Van Alstine, William W. (1964), J.D. (Stanford), William R. Perkins Professor of Law, 1702 Woodburn Road
- Vanaman, Thomas C. (1970), Ph.D. (Duke), Associate Professor of Microbiology and Immunology, 1007 Minerva Avenue
- Vander Weide, James H. (1972), Ph.D. (Northwestern), Assistant Professor of Management Sciences, 12 Forest Ridge Place
- Vartanian, Vartan (1961), M.D. (Cluj Univ., Rumania), Professor of Anesthesiology, 1533 Hermitage Court
- Vaupel, James W. (1972), M.P.P. (Harvard), Lecturer in Policy Sciences and Lecturer in Management Sciences, 2215 West Club Boulevard
- Velez, Ramon (1976), M.D. (New York University), Assistant Professor of Medicine, 2815 Welcome Drive
- Vernon, John M. (1966), Ph.D. (Massachusetts Inst. of Tech.), Professor of Economics, 1001 Gloria Avenue
- Verwoerd, Adriaan (1962), M.D. (Amsterdam), Professor of Psychiatry, 2747 Sevier Street
- Vesel, Fred H. (1975), M.S. (Purdue), Visiting Assistant Professor of Aerospace Studies, 510 Ashley Court, Chapel Hill, N.C.
- Vesic, Aleksandar S. (1964), D.Sc. (Belgrade), J. A. Jones Professor of Civil Engineering, 1722 Duke University Road
- 201 Vesilind, P. Aarne (1970), Ph.D. (North Carolina at Chapel Hill), Associate Professor of Civil Engineering and Associate Professor of Environmental Studies in the School of Forestry and Environmental Studies, 513 Lake Shore Lane, Chapel Hill, N.C.
- Villaneuva, Elia E. (1969), M.A. (Duke), Associate Professor of Physical Therapy, Route 7, Huse Street
- Vincent, Patrick R. (1954), Ph.D. (Johns Hopkins), Associate Professor of Romance Languages, 1635 Marion Avenue
- Vogel, F. Stephen (1961), M.D. (Western Reserve), Professor of Pathology, Route 1, Box 307, Murphy School Road
- Vogel, Steven (1966), Ph.D. (Harvard), Associate Professor of Zoology, 1212 Woodburn Road
- Vollmer, Robin T. (1975), M.D. (Duke), Assistant Professor of Pathology, 4315 Sunny Court
- Volvow, Michael R. (1972), M.D. (Seton Hall Coll. of Med.), Associate in Psychiatry, Apartment 3-B, 200 Seven Oaks Road
- 202 Von Behren, Patrick L. (1975), Ph.D. (Iowa), Instructor and Research Associate in Physics, 2426 Pickett Road
- von Ramm, Olaf T. (1974), Ph.D. (Duke), Assistant Professor of Biomedical Engineering and Medicine, 120 West Seeman Street
- Wachtel, Howard (1968), Ph.D. (New York Univ.), Associate Professor of Biomedical Engineering and Assistant Professor of Physiology, 3212 Sherbon Drive
- Wadsworth, Joseph A. C. (1965), M.D. (Duke), Professor of Ophthalmology, 1532 Pinecrest Road
- Waggoner, John P., Jr. (1957), B.D. (Duke), B.S. in L.S. (North Carolina at Chapel Hill), Associate Professor in the Faculty of Arts and Sciences and Associate Librarian, 2812 Devon Road
- Wagner, Galen Strohm (1970), M.D. (Duke), Assistant Professor of Medicine, 3415 Cromwell Road
- Wagner, Joseph Lawrence (1972), D.V.M. (Ohio State), Assistant Professor of Microbiology and Immunology, Route 7, Box 61
- Wainwright, Stephen A. (1964), Ph.D. (California at Berkeley), Professor of Zoology, 3812 Dover Road
- Walker, William D. (1971), Ph.D. (Cornell), Professor of Physics, 907 Green Street
- Wallace, Andrew G. (1964), M.D. (Duke), Walter Kempner Professor of Medicine and Assistant Professor of Physiology, 3413 Rugby Road
- Wallace, T. Dudley (1974), Ph.D. (Chicago), Professor of Economics, 2425 Wrightwood Avenue
- Wallach, Michael A. (1962-72; 1973), Ph.D. (Harvard), Professor of Psychology, 14 Heath Place
- Walter, Richard L. (1962), Ph.D. (Notre Dame), Professor of Physics, 1614 Woodburn Road
- Wang, Hsioh Shan (1965), M.B. (National Taiwan Univ. Med. Coll.), Professor of Psychiatry, 2832 McDowell Road
- Wang, Lily Pan (1970), M.S.W. (North Carolina at Chapel Hill), Associate in Psychiatric Social Work in the Department of Psychiatry, 2832 McDowell Road
- Wang, Paul P. (1968), Ph.D. (Ohio State), Professor of Electrical Engineering, 2709 Montgomery Street
- 203 Ward, Calvin Lucian (1952), Ph.D. (Texas), Associate Professor of Zoology, 1015 West Markham Avenue
- Ward, Frances (1969), Ph.D. (Brown), Associate Professor of Microbiology and Immunology and Assistant Professor of Experimental Surgery, 424 Carolina Circle

200 Sabbatical leave, spring 1976-77.

201 Sabbatical leave, spring 1976-77.

202 Through 8-31-76.

203 Sabbatical leave, fall 1976-77.

- 204 Wardropper, Bruce W. (1962), Ph.D. (Pennsylvania), William H. Wannamaker Professor of Romance Languages, 3443 Rugby Road
- Warner, David Michael (1976), Ph.D. (Tulane), Assistant Professor of Health Administration, 413 Ridgecrest Drive, Chapel Hill, N.C.
- Warner, Seth L. (1955), Ph.D. (Harvard), Professor of Mathematics, 2433 Wrightwood Avenue
- Warren, David G. (1975), J. D. (Duke), Professor of Health Administration, 408 Lyons Road, Chapel Hill, N.C.
- Waters, Raymond S., Jr. (1976), B.S.E.E. (U. S. Naval Academy), Visiting Assistant Professor of Naval Science, 4605 Berini Drive
- Watkins, J. B. (1974), M.Ed. (Duke), Visiting Assistant Professor of Naval Science, 117 Landsbury Drive
- Watson, Richard Lyness, Jr. (1939), Ph.D. (Yale), Professor of History, 109 Pinecrest Road
- 205 Waugh, Robert Andrew (1972), M.D. (Pennsylvania), Assistant Professor of Medicine, 4606 Norwood Drive, Chevy Chase, Maryland
- Weber, Warren E. (1976), Ph.D. (Carnegie-Mellon), Visiting Associate Professor of Economics, 408 Sharon Road, Chapel Hill, N.C.
- 206 Webster, Robert E. (1970), Ph.D. (Duke), Professor of Biochemistry, 3720 Saint Marks Road
- Wechsler, Andrew S. (1974), M.D. (State Univ. of New York, Downstate Med. Center), Assistant Professor of Surgery and Assistant Professor of Physiology, 1110 Sandlewood Drive
- Weinerth, John L. (1974), M.D. (Harvard), Assistant Professor of Urology and Assistant Professor of Surgery, 3102 Doubleday Place
- Weintraub, E. Roy (1970), Ph.D. (Pennsylvania), Professor of Economics, 1601 Hermitage Court
- Weisfeld, Morris (1967), Ph.D. (Yale), Professor of Mathematics, Apartment 4, 914 Monmouth Avenue
- 207 Weistart, John C. (1969), J. D. (Duke), Professor of Law, 3818 Darby Road
- Weitz, Henry (1950), Ed. D. (Rutgers), Professor of Education, 2716 Circle Drive
- Wells, Richard L. (1962), Ph.D. (Indiana), Professor of Chemistry, 3421 Cromwell Road
- Wells, Samuel A., Jr. (1970), M.D. (Emory), Associate Professor of Surgery and Assistant Professor of Immunology, 2501 Wrightwood
- 208 Welsh, Paul (1948), Ph.D. (Cornell), Professor of Philosophy, 2749 Dogwood Road
- Welt, Selman I. (1975), M.D. (North Carolina at Chapel Hill), Associate in Obstetrics and Gynecology, 3817 Hillgrand
- Wertz, Martha L. (1960), M.S.W. (Tulane), Assistant Professor of Psychiatric Social Work, 2717 Augusta Drive
- West, Stephen G. (1976), Ph.D. (Texas), Visiting Assistant Professor of Psychology, Apartment 29-J, 311 South LaSalle Street
- Westbrook, Robert A. (1975), Ph.D. (Michigan), Assistant Professor of Business Administration, 2451 Honeysuckle Road, Chapel Hill, N.C.
- Westerhoff, John H., III (1974), Ed.D. (Columbia), Associate Professor of Religion and Education in The Divinity School, 3510 Racine Street
- 209 Wetherby, Joseph Cable (1947), M.A. (Wayne), Associate Professor of English, 2604 Sevier Street
- Weymark, John A. (1976), A.M. (Pennsylvania), Assistant Professor of Economics, Apartment 4-J, 311 South LaSalle Street
- Whalen, Robert (1961), M.D. (Cornell), Professor of Medicine, 3509 Westover Road
- Whanger, Alan D. (1970), M.D. (Duke), Associate Professor of Psychiatry, 1712 Woodburn Road
- Wheat, Robert W. (1958), Ph.D. (Washington), Professor of Microbiology and Assistant Professor of Biochemistry, 2720 Montgomery Street
- 210 Wheeler, Alfred P. (1974), B.S. (Butler), Temporary Instructor in Zoology, 2410 Chapel Hill Road
- 211 Whisnant, John K., Jr. (1974), M.D. (Bowman Gray), Associate in Pediatrics, Apartment 13-C, 600-1 LaSalle Street
- 212 White, Charles W. (1970), Ph.D. (Stanford), Assistant Professor of Psychology, 2514 Nation Avenue
- White, Eleanor M., (1975), M.S. (California at San Francisco), Assistant Professor of Nursing and Assistant Professor of Psychiatric Nursing in the Department of Psychiatry, 1503 The Oaks Apartments, Chapel Hill, N.C.
- White, Fred M. (1959), M. F. (Duke), Assistant Professor of Silviculture, School of Forestry, 3323 Rolling Hills Road
- White, Richard Alan (1963), Ph.D. (Michigan), Professor of Botany, 309-A, Route 1, Hillsborough, N.C.
- White, Suzanne (1970), M.A. (California at Los Angeles), Instructor in Physical Education, 611 Watts Street

204 Sabbatical leave, fall 1976-77.

205 Through 6-30-76.

206 Sabbatical leave 7-1-77 through 6-30-78.

207 Sabbatical leave, Spring 1976-77.

208 Sabbatical leave, spring 1976-77.

209 Deceased October 12, 1976.

210 Through 5-31-76.

211 Through 12-31-75.

212 Through 8-31-76.

- Widmann, Frances K. (1971), M.D. (Western Reserve), Associate Professor of Pathology, 1504 Cumberland Road, Chapel Hill, N.C.
- Wiebe, Richard Herbert (1972), M.D. (Saskatchewan), Assistant Professor of Obstetrics and Gynecology, 1015 Minerva Avenue
- Wilbur, Henry M. (1973), Ph.D. (Michigan), Assistant Professor of Zoology, Route 1, Box 308-D, Hillsborough, N.C.
- ²¹³Wilbur, Karl Milton (1946), Ph.D. (Pennsylvania), James B. Duke Professor of Zoology, Apartment 8-E, 1600 Anderson Street
- Wilbur, Robert L. (1957), Ph.D. (Michigan), Professor of Botany, 2613 Stuart Drive
- Wilder, Pelham, Jr. (1949), Ph.D. (Harvard), Professor of Chemistry and Professor of Pharmacology in the Department of Physiology and Pharmacology, 2514 Wrightwood Avenue
- Wilfert, Catherine M. (1969), M.D. (Harvard), Associate Professor of Pediatrics and Associate Professor of Clinical Virology in the Department of Microbiology and Immunology, Route 2, Piney Mountain Road, Chapel Hill, N.C.
- Wilfong, Robert F. (1975), M.D. (Duke), Assistant Professor of Neurosurgery in the Department of Surgery, 309 West Delafield Street
- Wilkins, Robert Henry (1968-72; 1976), M.D. (Pittsburgh), Professor of Neurosurgery in the Department of Surgery, 28 Stoneridge Circle
- Wilkinson, Robert H. (1967), M.D. (Washington Univ.), Associate Professor of Radiology, 3519 Courtland Drive
- Wilkinson, William E. (1975), Ph.D. (North Carolina at Chapel Hill), Assistant Professor of Community Health Sciences, 2013 North Lake Shore Drive, Chapel Hill, N.C.
- Willett, Hilda Pope (1948), Ph.D. (Duke), Professor of Bacteriology, 901 Wakestone Circle, Raleigh, N.C.
- Williams, Dorothy (1971), B.S. (Richmond), Instructor in Mathematics, 2622 Lombard Avenue
- Williams, George Walton (1957), Ph.D. (Virginia), Professor of English, 6 Sylvan Road
- Williams, Redford Brown, Jr. (1972), M.D. (Yale), Associate Professor of Psychiatry and Assistant Professor of Medicine, 2742 Circle Drive
- Willimon, William H. (1976), S.T.D. (Emory), Assistant Professor of Worship and Liturgy in The Divinity School, 2027 Bivins Street
- ²¹⁴Willis, William Hailey (1963), Ph.D. (Yale), Professor of Greek in the Department of Classical Studies, 1007 Vickers Avenue
- ²¹⁵Wilson, James F. (1967), Ph.D. (Ohio State), Associate Professor of Civil Engineering, 1109 Archdale Road
- Wilson, John (1968), D.Phil. (Oxford), Associate Professor of Sociology, 3130 Pickett Road
- ²¹⁶Wilson, Robert L. (1970), Ph.D. (Northwestern), Research Professor of Church and Society in the Divinity School, 237 Monticello Avenue
- Wilson, Ruby L. (1959-70; 1971), Ed.D. (Duke), Professor of Nursing and Assistant Professor of Community Health Sciences, 2436 Tryon Road
- Wilson, Thomas G. (1959), Sc.D. (Harvard), Professor of Electrical Engineering, 2721 Sevier Street
- Wilson, Wilkie A., Jr. (1974), Ph.D. (Duke), Associate in Physiology, 302 Watts Street
- Wilson, William P. (1961), M.D. (Duke), Professor of Psychiatry, 1209 Virginia Avenue
- Wing, Cliff W., Jr. (1965), Ph.D. (Tulane), Professor of Psychology, 2722 Spencer Street
- Wintermute, Orval (1958), Ph.D. (Johns Hopkins), Professor of Religion, 1103 North Duke Street
- Withers, Loren Ralph (1949), M.S. (Juilliard), Professor of Music, 2741 Dogwood Road
- Witt, Ronald G. (1971), Ph.D. (Harvard), Associate Professor of History, 173 West Margaret Lane, Hillsborough, N.C.
- Wittels, Benjamin (1961), M.D. (Minnesota), Professor of Pathology, 2308 Prince Street
- Wolbarsht, Myron L. (1968), Ph.D. (Johns Hopkins), Professor of Ophthalmology, Associate Professor of Physiology, Adjunct Professor of Biomedical Engineering, and Lecturer in Psychology, 1435 Acadia Street
- Wolfe, Walter G. (1972), M.D. (Temple), Associate Professor of Surgery, 410 Clayton Road, Chapel Hill N.C.
- Wolpert, Robert L. (1976), Ph.D. (Princeton), Assistant Professor of Mathematics, 2752 Middleton Street
- ²¹⁷Wood, Peter H. (1975), Ph.D. (Harvard), Associate Professor of History, 107 Wake Street, Hillsborough N.C.
- Woodbury, Max Atkin (1966), Ph.D. (Michigan), Professor of Biomathematics in Community Health Sciences and Professor of Computer Science, 4008 Bristol Road
- Woods, Nancy F. (1972), M.S.N. (Washington), Associate Professor of Nursing, 1320 Clermont Drive
- Woodward, Kent T. (1976), Ph.D. (Rochester), M.D. (Med. Coll. of South Carolina), Associate Professor of Radiology, 23 Cotswald Place

²¹³ Sabbatical leave, spring 1976-77.

²¹⁴ Sabbatical leave, spring 1976-77.

²¹⁵ Sabbatical leave, fall 1976-77.

²¹⁶ Sabbatical leave, spring 1976-77.

²¹⁷ Leave of absence 1976-77.

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- Worde, Boyd T. (1958), M.D. (Tennessee), Associate Professor of Radiology, 2512 Sevier Street
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- Wright, Donald (1967), Ph.D. (Purdue), Associate Professor of Mechanical Engineering, 5302 Stephens Lane
- Wu, Chau H. (1975), Ph.D. (Miami), Assistant Medical Research Professor of Physiology and Pharmacology, 879 Louise Circle
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- Wyrick, Linda C. (1972), Ph.D. (Arizona), Assistant Professor of Medical Psychology in the Department of Psychiatry, 3908 Wynford Road
- Wyse, Allen M. (1974), Ph.D. (Illinois), Assistant Professor of Economics, Apartment C-2, 1430 Newcastle Road
- Yamanashi, William S. (1973), Ph.D. (Massachusetts Inst. of Tech.), Assistant Professor of Ophthalmology, Ophthalmology Dept. P.O. Box 3802
- Yandle, David O. (1967), Ph.D. (North Carolina State), Associate Professor of Forest Mathematics, 2612 McDowell Road
- Yarger, William E. (1971), M.D. (Baylor), Assistant Professor of Medicine and Assistant Professor of Physiology and Pharmacology, 3406 Cambridge Road
- Yeh, June-Zoo (1975), Ph.D. (Missouri), Assistant Medical Research Professor of Physiology and Pharmacology, 917 Lambeth Circle
- Yoder, Barbara A. (1975), M.S. (Florida State Univ.), Associate in Psychiatric Recreation Therapy in the Department of Psychiatry, Route 1, Box 262, Lichen Creek Farm, Timberlake, N.C.
- Yoder, Karen (1974), M.N. (Emory), Assistant Professor of Nursing, Apartment 1-K, 1315 Moreene Road
- Yohe, William P. (1958), Ph.D. (Michigan), Professor of Economics, 4011 West Cornwallis Road
- Yost, Frederick J. (1975), Ph.D. (North Carolina at Chapel Hill), Medical Research Associate in Medicine, Route 2, Piney Mountain Road, Chapel Hill, N.C.
- Young, Charles R. (1954), Ph.D. (Cornell), Professor of History, 2929 Welcome Drive
- Young, Franklin W. (1944-50; 1968), Ph.D. (Duke), Amos Ragan Kearns Professor of New Testament and Patristic Studies in the Divinity School, 132 Pinecrest Road
- Young, W. Glenn, Jr. (1954), M.D. (Duke), Professor of Surgery, 3718 Eton Road
- Younger, John G. (1974), Ph.D. (Cincinnati), Assistant Professor of Classical Studies, 1414 Dollar Avenue
- Zalkind, Julie H. (1973), Ph.D. (Johns Hopkins), Assistant Professor of Business Administration, 3918 Wynford Drive
- Zeitschel, Kathleen A. (1975), M.M.S. (Emory), Associate in Physical Therapy, Apartment 3-F, 2716 Mid-dleton Street
- Ziesat, Harold A., Jr. (1976), Ph.D. (Arizona), Associate in Medical Psychology in the Department of Psychiatry, Building 5, Apartment G02, 3536 Mayfair Street
- Zigler, J. Samuel, Jr. (1976), Ph.D. (Duke), Associate in Pediatrics, Route 3, Box 289, Atkins Heights
- Zung, William W. K. (1966), M.D. (Texas), Professor of Psychiatry, 1816 Woodburn Road
- Zwadyk, Peter, Jr. (1971), Ph.D. (Iowa), Associate Professor of Pathology and Associate Professor of Microbiology, 4729 Stafford Drive
- Zweerink, Hendrick J. (1970), Ph.D. (Cornell), Associate Professor of Microbiology and Immunology, 3206 Haddon Road

Adjunct Faculty and Part-time Instructional Staff*

- Abo-Hamad, Metwally H. (1975), M.S. (Duke), Part-time Instructor in Civil Engineering, Apartment F-10, 2200 Elder Street
- Ackiss, David L. (1976), A.M. (William & Mary), Graduate Tutor in English, 2804 Erwin Road
- Aicher, Joseph (1973), A.M. (Marquette), Part-time Visiting Assistant Professor of Political Science, 2310 Charlotte Street
- Aitken, Paul Wesley (1964), Th.M. (Duke), Chaplain and Part-time Assistant Professor of Clinical Pastoral Education, Divinity, 2909 Harriman Drive
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²¹⁸ Leave of absence 1976-77.

²¹⁹ Sabbatical leave 7-1-76 through 6-30-77.

*See also Medical School, page 54.

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- Bacigal, Ronald J. (1976), LL.B. (Washington & Lee), Visiting Professor (part-time) in Law, 120 Melwood Lane, Richmond, Virginia
- Ballard, Bruce (1976), B.S. (Lafayette College), Part-time Instructor in Computer Science, Apartment 27-L, 311 South LaSalle Street
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- Briggs, Elizabeth H. (1976), M.A. (Tennessee), Graduate Tutor in English, 2137 Sunset Avenue
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- Capps, Thomas (1975), B.A. (Appalachian State), Part-time Instructor in Chemistry, 2107 West Knox Street
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- Dominguez, Luis (1976), B.S. (Florida Atlantic Univ.), Part-time Instructor in Chemistry, Apartment 3, 1119 Iredell Street
- Dunbar, Norman A. (1974), B.D. (Saint Vladimir's Orthodox Theology Seminary), Graduate Assistant in the Divinity School, 1609 Lakewood Avenue
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- Howe, Elizabeth T. (1976), M.A. (California at Santa Barbara), Part-time Instructor in Romance Languages, Apartment 3, 300 Swift Avenue
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- Kennedy, Christopher (1975), M.A. (Georgetown), Graduate Tutor in English, 2226 Lafayette Street
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Leonardi, Catherine R. M.A., M.S.L.S., Music Cataloger (Senior Assistant Librarian), 860 Louise Circle

Leyte-Vidal, Celia M.S.L.S., Descriptive Cataloger (Associate Librarian), 4168 Deepwood Circle

Leyte-Vidal, Jésus M.S.L.S., J.D., Latin American Librarian (Librarian), 4168 Deepwood Circle

Lin, Wen-chouh M.A., M.S.L.S., Descriptive Cataloger (Senior Assistant Librarian), 920 Lambeth Circle

Lively, Eva M.L.S., Descriptive Cataloger (Senior Assistant Librarian), Apartment 8-B, 600-6 LaSalle Street

MacDonald, Susan H. M.L.S., Head of Public Documents Department (Senior Assistant Librarian), Apartment 16, 2132 Bedford Street

Maheshwary, Avinash Dip.L.S., M.A., Bibliographer and Cataloger for South Asia (Associate Librarian), 2206 Chapel Hill Road

Mayes, Otto W., Jr. Senior Computer Programmer, Box 2542, West Durham

Miller, Margaret L. M.S.L.S., Descriptive Cataloger (Senior Assistant Librarian), 111 Northampton Terrace, Chapel Hill, N.C.

Mishler, Mary Catherine M.A.L.S., Assistant for Documents and Maps (Senior Assistant Librarian), 3621 Cole Mill Road

Morris, Janie C. M.L.S., Subject Cataloger (Senior Assistant Librarian), Hillsborough, N.C.

Nease, Pauline L. A.B., Subject Cataloger (Associate Librarian), 1010 Rosehill Avenue

Nelius, Albert A. M.Div., M.S.L.S., Assistant Head of Subject Cataloging (Senior Assistant Librarian), 3112 Sprunt Avenue

New, Toby S. A.B., Descriptive Cataloger (Senior Assistant Librarian), 909 Greenwood Road, Chapel Hill, N.C.

Plowden, Mary E. A.B.L.S., Head of Acquisitions Department (Librarian), 619 Swift Avenue

Rees, Joe C. M.S.L.S., Reference Librarian (Associate Librarian), 706 Merrimac Street

Russell, Mattie Ph.D., Curator of Manuscripts (Librarian), 2209 Woodrow Street

Sharp, John L. III Ph.D., Curator of Rare Books (Associate Librarian), 310 East Markham Avenue

Stone, Ann F. M.S.L.S., Undergraduate Librarian (Associate Librarian), 5114 Pine Trail Drive

Sturgeon, Jane B.S.L.S., Head of Descriptive Cataloging (Librarian), 1607 Peace Street

Van Goethem, Geraldine B. M.S.L.S., Descriptive Cataloger (Senior Assistant Librarian), 829 Tinkerbell Road, Chapel Hill, N.C.

Vogel, Jane G. McKean M.S.L.S., Reference Librarian (Associate Librarian), 1212 Woodburn Road

Weldon, Jean M.S.L.S., Descriptive Cataloger (Senior Assistant Librarian), Apartment 28-K, 708 Louise Circle

Wells, David B. M.S.L.S., Reference Librarian (Assistant Librarian), 204 South Maple Street

Whittington, Erma P. B.S.L.S., M.A., Librarian for the Hubbell Center and Special Projects (Librarian), 2402 Wrightwood Avenue

East Campus Library

Harrison, Evelyn J. B.S.L.S., Librarian (Librarian), 2739 Sevier Street

Knoerr, Margaret K. M.S.L.S., Reference Librarian (Senior Assistant Librarian), 208 Hillsborough Street, Chapel Hill, N.C.

Young, Betty M.S.L.S., Head of the Circulation Department (Senior Assistant Librarian), 2929 Welcome Drive

Art History Library

Hassold, Edith Dip.L.S., Librarian (Senior Assistant Librarian), Apartment 6, 2030 Bedford

Biology-Forestry Library

Livingstone, Bertha R. M.A., M.S.L.S., Librarian (Senior Assistant Librarian), 2827 Ridge Road

Chemistry Library

Smith, Eric J. Librarian (Senior Assistant Librarian), 110 Woodridge Drive

Divinity School Library

Farris, Donn Michael M.S. in L.S., M.Div., Librarian (Professor of Theological Bibliography), 921 North Buchanan Boulevard

Leonard, Harriet V. M.S. in L.S., M.Div., Reference Librarian (Librarian), Apartment F-1-B, University Apartments

Sipe, Linda L. B.A., Circulation Librarian, 2203½ Chapel Hill Road

Behrens, Kaye B.A., Assistant Circulation Librarian, Apartment 5-F, 624 LaSalle Street

Walker, Betty K. B.A., Assistant to the Librarian, 1518 James Street

School of Engineering Library

Wilson, Alice T. M.S.L.S., Librarian (Senior Assistant Librarian), 331 Flemming Drive

Music Library

Hammond, J. Samuel M.S.L.S., Librarian (Senior Assistant Librarian), Apartment A, 1406 West Markham Avenue

Physics-Mathematics Library

Wilkins, Mary Ann M.S.L.S., Librarian (Senior Assistant Librarian)

Law School Library

Price, Kathleen M.S., J.D., Law Librarian (Associate Professor of Law), Apartment 101, 3017 Weymouth Mobley, Beth M.S. in L.S., Assistant Librarian for Technical Services (Associate Librarian), 129 Flint Ridge Apartments, Hillsborough, N.C.

Melhorn, Donna M.A., M.A. in L.S., Assistant Librarian for Public Services (Associate Librarian), Apartment 2-K, 1505 Duke University Road

Sutton, Barbara M.L.S., Reference/Documents Librarian (Senior Assistant Librarian), Apartment 5-A, 624 South LaSalle Street

Denson, Janeen M.S.L.S., Circulation Librarian (Senior Assistant Librarian), 602 Red Carriage

Jones, Faye M.S., Serials Librarian (Assistant Librarian), 426 Green Street

Keller, Faye M.L.S., Cataloging Librarian (Assistant Librarian), Apartment T-5, 2808 Croasdale

Medical Center Library

Bird, Warren P. M.S., Director (Associate Professor of Medical Literature), 35 Stoneridge Circle

Brown, Mary Ann M.S., Chief of Reader Services (Librarian), 3062-F Colony Road

Cavanagh, G. S. Terence B.L.S., Curator of the Trent Collection (Professor of Medical Literature), Box 3044 West Durham Station

Feinglos, Susan M.L.S., Reference Librarian (Senior Assistant Librarian), 2752 Middleton Street, Apartment 25-G

Kruse, Kathryn M.L.S., Head Reference Services (Associate Librarian), 2116 Front Street, Carver Terrace, D-5

Porter, Katherine M.S., Cataloguer (Assistant Librarian), 1009 Archdale Drive

Smith, Susan C. M.F.A., Assistant Curator of the Trent Collection, 3007 University Drive

Tatum, Constance M. M.S., Chief Cataloguer (Librarian), 610 Massey Avenue

Walker, Katina M.S.L.S., Reference Librarian (Senior Assistant Librarian), 612 Hibbard Drive, Chapel Hill, N.C.

Wheeler, Eula M.S.L.S., Acquisitions Librarian (Associate Librarian), 28 Mt. Bolus Road, Chapel Hill, N.C.

Woodburn, Judy M.S., Collections Librarian (Associate Librarian), 3062-F Colony Road

Medical Sciences Branch

De Turk, Virginia Librarian, 114 Newell Street

Government and Administrative and Instructional Staff

The University Trustees	36
Trustees Emeriti	21
General Administration	26
Faculty and Administrators Emeriti	139
*Instructional Staff	1489
Professors	422
Associate Professors	294
Assistant Professors	351
Associates	88
Instructors	21
Lecturers	7
Visiting Professors and Lecturers	19
Professors	3
Associate Professors	2
Assistant Professors	11
Associates	1
Lecturers	1
Instructors	1
Part-Time:	
Adjunct Faculty and Instructional Staff (except Medical School)	253
Adjunct Faculty, Medical School	34
Research Associates	194
Clinical Faculty, Medical School	230
†Education Administration	18
‡Business Administration	32
Alumni Affairs	8
§Institutional Advancement	21
Public Relations	13
**Student Affairs	5
††Other Offices and Staff	92
Art	2
Athletics	27
Audio Visual Education-Medical Center	7
Duke University Press	7
Food Services	29
Music	4
Religious Life Staff	9
University Stores	7
##The University Libraries	89
	TOTAL 2413

*Includes 16 officers listed with General Administration.

†Does not include 16 listed with General Administration; 32 with academic rank listed with Instructional Staff.

‡Does not include 4 listed with General Administration.

§Does not include 1 listed with General Administration.

**Does not include 2 listed with General Administration; 2 listed with Educational Administration; 7 with academic rank listed with Instructional Staff.

††Does not include 13 with academic rank listed with Instructional Staff; 3 listed with University Libraries.

‡‡Does not include 3 with academic rank listed with Instructional Staff.



Appendix





Government

1. THE INDENTURE OF TRUST BY WHICH THE UNIVERSITY WAS CREATED

Among the provisions of James B. Duke's Indenture of Trust was an educational institution to be known as Duke University, to the building and support of which he made provision at the time of execution of the Indenture and later by additions thereto by the operation of his Will. In respect to Duke University the Indenture contains the following provisions:

I. (In Article FOURTH) The Trustees hereunder are hereby authorized and directed to expend as soon as reasonably may be a sum not exceeding Six Million Dollars of the corpus of this trust in establishing at a location to be selected by them within the State of North Carolina an institution of learning to be known as Duke University, for such purpose to acquire such land and erect and equip thereon such buildings according to such plans as the Trustees may in their judgment deem necessary and adopt and approve for the purpose, to cause to be formed under the laws of such state as the Trustees may select for the purpose a corporation adequately empowered to own and operate such properties under the name of Duke University as an institution of learning according to the true intent hereof, and convey to such corporation when formed the said lands, buildings and equipment upon such terms and conditions as that such corporation may use the same only for such purposes of such university and upon the same ceasing to be so used then the same shall forthwith revert and belong to the Trustees of this trust as and become a part of the corpus of this trust for all the purposes thereof.

However, should the name of Trinity College, located at Durham, North Carolina, a body politic and incorporate, within three months from the date hereof (or such further time as the Trustees hereof may allow) be changed to Duke University, then, in lieu of the foregoing provisions of this division "FOURTH" of the Indenture, as a memorial to his father, Washington Duke, who spent his life in Durham and whose gifts, together with those of Benjamin N. Duke, the brother of the party of the first part and of other members of the Duke family, have so largely contributed toward making possible Trinity College at that place, he directs that the Trustees shall expend of the corpus of this trust as soon as reasonably may be a sum not exceeding Six Million Dollars in expanding and extending said University, acquiring and improving such lands, and erecting, removing, remodeling and equipping such buildings, according to such plans, as the Trustees may adopt and approve for such purpose to the end that said Duke University may eventually include Trinity College as its undergraduate department for men, a School of Religious Training, a School for Training Teachers, a School of Chemistry, a Law School, a Co-ordinate College for Women, a School of Business Administration, a Graduate

School of Arts and Sciences, a Medical School and an Engineering School, as and when funds are available.

II. (In Article FIFTH) Thirty-two per cent of said net amount not retained as aforesaid for addition to the corpus of this trust shall be paid to that Duke University for which expenditures of the corpus of the trust shall have been made by the Trustees under the "Fourth" division of this Indenture so long as its name shall be Duke University and it shall not be operated for private gain, to be utilized by its Board of Trustees, in defraying its administration and operating expenses, increasing and improving its facilities and equipment, the erection and enlargement of buildings and the acquisition of additional acreage for it, adding to its endowment or in such other manner for it as the Board of Trustees of said institution may from time to time deem to be to its best interests, provided that in case such institution shall incur any expense or liability beyond provisions already in sight to meet same, or in the judgment of the Trustees under this Indenture be not operated in a manner calculated to achieve the results intended hereby, the Trustees under this Indenture may withhold the whole or any part of such percentage from said institution so long as such character of expense or liabilities or operations shall continue, such amounts so withheld to be in whole or in part either accumulated and applied to the purposes of such University in any future year or years, or utilized for the other objects of this Indenture, or added to the corpus of this trust for the purpose of increasing the principal of the trust estate, as the Trustees may determine.

III. (In Article SEVENTH) I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability, and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous records show a character, determination, and application evincing a wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind, and, second, to instruction in chemistry, economics, and history, especially the lives of the great of the earth, because I believe that such subjects will most help to develop our resources, increase our wisdom and promote human happiness.

IV. (In Article THIRD) As respects any year or years and any purpose or purposes for which this trust is created (except the payments hereinafter directed to be made to Duke University), the Trustees in their uncontrolled discretion may withhold the whole or any part of said incomes, revenues and profits which would otherwise be distributed under the "Fifth" division hereof, and either (1) accumulate the whole or any part of the amount so withheld for expenditures (which the Trustees are hereby authorized to make thereof) for the same purposes in any future year or years, or (2) add the whole or any part of the amounts so withheld to the corpus of the trust, or (3) pay, apply and distribute the whole or any part of said amounts to and for the benefit of any one or more of the other purposes of this trust, or (4) pay, apply and distribute the whole or any part of said amounts to or for the benefit of any such like charitable, religious or educational purpose within the State of North Carolina and/or the State of South Carolina, and/or any such like charitable hospital purpose which shall be selected therefore by the affirmative vote of three fourths of the then Trustees at any meeting of the Trustees called for the purpose, complete authority and discretion in and for such selection and utilization being hereby given the Trustees in the premises.

2. RESTATED CHARTER OF DUKE UNIVERSITY

Section 1. That A. P. Tyer, J. H. Southgate, B. N. Duke, G. A. Oglesby, V. Ballard, J. A. Long, J. F. Bruton, J. N. Cole, F. A. Bishop, J. G. Brown, C. W. Toms, J. W. Alspaugh,

W. R. Odell, J. A. Gray, F. Stikeleather, Kope Elias, S. B. Turrentine, P. H. Hanes, T. F. Marr, G. W. Flowers, M. A. Smith, R. H. Parker, W. J. Montgomery, F. M. Simmons, O. W. Carr, R. A. Mayer, N. M. Jurney, Dred Peacock, B. B. Nicholson, W. G. Bradshaw, E. T. White, T. N. Ivey, J. B. Hurley, R. L. Durham, W. C. Wilson, and their associates and successors shall be, and continue as they have been, a body politic and corporate under the name and style of "DUKE UNIVERSITY," and under such name and style shall have perpetual existence and are hereby invested with all the property and rights of property which now belong to the said corporation, and said corporation shall henceforth and perpetually, by the name and style of "DUKE UNIVERSITY", hold and use all the authority, privileges, and possessions it had or exercised under any former title and name, and be subject to all recognized legal liabilities and obligations now outstanding against such corporations.

Section 2. That the purposes for which such corporation is organized are to acquire, own, operate, provide, maintain and perpetuate an institution of higher learning or other institutions of learning and all properties, facilities and services necessary or appropriate in connection therewith; to acquire, own, operate, provide, maintain and perpetuate hospital facilities to serve and benefit the general public; to acquire, own, operate, provide, maintain and perpetuate such other institutions, organizations, associations, clinics, corporations, partnerships, properties, facilities and services as are appropriate in furtherance of the educational, charitable, scientific, literary or public service purposes; and generally to have and exercise all powers granted to non-profit corporations under the law of the State of North Carolina for any lawful education, charitable, scientific, literary or public service purposes; Provided, however, that notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law) or (b) by a corporation, contributions to which are deductible under Sections 170(c) (2), 2055 and 2522 of the Internal Revenue Code of 1954, as amended (or the corresponding provisions of any future United States Internal Revenue law).

Section 3. That the Trustees shall be thirty-six in number, of whom twelve shall be elected by the North Carolina Conference of the United Methodist Church; twelve by the Western North Carolina Conference of the said church; and twelve by the graduates of said University; Provided, however, that no person shall be elected a Trustee till he has first been recommended by a majority of the Trustees present at a regular meeting; and the Trustees shall have power to remove any member of their body who may remove beyond the boundary of the State or who may refuse or neglect to discharge the duties of a Trustee. The term of office of Trustees shall be six years, and they shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. The Trustees shall regulate by bylaws the manner of election of the Trustees to be chosen by the graduates. Should there exist a vacancy by death, resignation, or otherwise of any Trustee, the same shall be filled for the unexpired term by the Board of Trustees. That the present Trustees shall continue and remain in office during the term for which they have been heretofore respectively elected.

Section 4. That the said corporation shall be under the supervision, management and government of a president and such other persons as said Trustees may appoint; the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said University and prescribe the preliminary examinations and the terms and conditions on which pupils shall be received and instructed.

Section 5. That said Trustees shall have power to make such rules, regulations and bylaws and to take such other action not inconsistent with the Constitution of the United States and of the State of North Carolina as may be necessary or appropriate for the good government of the corporation and its various operations and management of

the property and funds of the same, and to exercise all powers granted to non-profit corporations under the laws of the State of North Carolina.

Section 6. That the Trustees shall have power to fix the time of holding their annual and other meetings, to elect a president and professors for said University, to appoint an executive committee to consist of not less than seven members, which committee shall control the internal regulations of said University and fix all salaries and emoluments, and to do all other things necessary for an institution of learning not inconsistent with the laws of this State and of the United States.

Section 7. That the Faculty and Trustees shall have the power of conferring such degrees and marks of honor as are conferred by colleges and universities generally; and that five trustees shall be a quorum to transact business.

Section 8. Upon the dissolution of the corporation or the winding up of its affairs, the assets of the corporation shall be distributed exclusively to educational, charitable, religious, scientific, literary or other organizations which would then qualify under the provisions of Section 501(c) (3) of the Internal Revenue Code and the Regulations thereunder as they now exist or as they may hereafter be amended.

Section 9. That all laws and parts of laws or of the Charter heretofore granted which are in conflict with this act are hereby repealed.

Section 10. That this act shall be in force from and after its ratification and acceptance by the Board of Trustees.

This Restated Charter purports merely to restate but not to change the provisions of the original Articles of Incorporation as supplemented and amended; and there is no discrepancy, other than as expressly permitted by Section 55A-37.1 of the General Statutes of North Carolina, between said provisions and the provisions of this Restated Charter.

3. THE BYLAWS OF THE UNIVERSITY

Article I. Aims

1. The aims of Duke University are to assert a faith in the eternal union of knowledge and religion set forth in the teachings and character of Jesus Christ, the Son of God; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a Christian love of freedom and truth; to promote a sincere spirit of tolerance; to discourage all partisan and sectarian strife; and to render the largest permanent service to the individual, the state, the nation, and the church. Unto these ends shall the affairs of this University always be administered.

Article II. Board of Trustees

1. Powers. All powers of the University shall be vested in a Board of Trustees consisting of thirty-six elected members.

2. Nomination and Elections. The Trustees shall be elected as follows: twelve by the North Carolina Conference of the Methodist Church; twelve by the Western North Carolina Conference of the Methodist Church; and twelve by the graduates of Duke University. Each year a roster of nominees shall be referred to the Board by a committee of two faculty members elected by the principal faculty council, two students elected by the principal student council, the president of the Alumni Association and the President of the University as Chairman. The President shall add to the roster nominees proposed by individual students, faculty members and Trustees. For positions to be filled by the graduates of Duke University, the President shall place on the roster nominees proposed by the officers of the National Council and of the General Alumni Association. The Board, after hearing the recommendations of the Executive Committee, and by a majority of the Trustees present at any regular meeting, shall recommend the persons to be elected Trustees and submit its recommendations to the appropriate conference of the Methodist Church and the graduates.

No person who shall have attained the age of seventy years shall be elected a Trustee.

3. Term. The term of office of a Trustee shall be six years, beginning on the first day of July following election. Terms shall be so arranged that four Trustees shall be elected by each Conference and four by the graduates every two years. No person shall serve more than two consecutive six-year terms, with renewed eligibility for election to the Board following not less than two years absence of membership; provided that Trustees presently (September, 1970) serving a second full term are eligible for re-election for one additional term without an absence of two years.

4. Vacancies. Any vacancy in the membership of the Board shall be filled for the unexpired term by a majority vote of the Trustees present at a regular meeting of the Board from the roster of nominees.

5. Retirement. A Trustee shall retire on the first day of July after he attains the age of seventy, provided however, that Trustees serving on the Board as of September 1970 may complete their current terms, adjusted to July 1. A Trustee who would attain the age of seventy years during a two-year period of ineligibility shall retire at the end of the term for which he was elected, adjusted to July 1.

6. The aforesaid adjustments to July 1 shall reduce by six months the terms of Trustees serving on the Board as of January 1, 1974.

7. Emeritus. The Board may elect a retiring Trustee a Trustee Emeritus. Trustees Emeriti shall be entitled to receive notice of all meetings of the Board and attend and participate in such meetings, but shall not have the right to vote. Trustee Emeriti shall be eligible for membership on any standing committee other than the Executive Committee.

8. Removal. Any Trustee who may refuse or neglect to discharge the duties of a Trustee may be removed by the affirmative vote of three-fourths of the members of the entire Board of Trustees.

Article III. Meetings of the Board

1. Annual Meeting. Annual meetings of the Board of Trustees shall be held on the day next preceding the day on which the graduation exercises take place.

2. Regular Meetings. Regular meetings of the Board shall be held on the Saturday preceding the day on which Founders' Day is celebrated, on the first Friday in March, and on the last Saturday in September.

3. Special Meetings. Special meetings shall be held upon the call of the Chairman, or upon written request of twelve or more Trustees addressed to the Secretary, with a copy to the Chairman specifying the business to be transacted at the meeting.

4. Notice. The Secretary shall give at least five days' notice to each member of the Board stating the time and place of all meetings, and the purpose of any special meeting.

5. Place. All meetings of the Board of Trustees shall be held at Duke University in the City of Durham, North Carolina, except that the Trustees by vote, or written assent, of a majority of the then members of the Board may designate another place for any meeting.

6. Quorum. A majority of the then members of the Board of Trustees shall be a quorum for the transaction of business.

Article IV. Officers of the Board

1. Officers of the Board. The officers of the Board shall be a Chairman, a Vice Chairman and a Secretary.

2. Election. The officers of the Board of Trustees shall be elected at its annual meeting for a term of one year or until their successors are elected and qualified.

3. Duties.

a. The Chairman shall preside at all meetings of the Board, shall represent

- the Trustees at public meetings of the University, and shall be a member of and Chairman of the Executive Committee.
- b. The Vice Chairman shall perform the duties of the Chairman in the absence or disability of the Chairman, or in the event of a vacancy in that office.
 - c. The Secretary of the University shall also be the Secretary of the Board of Trustees. He shall record the minutes of all meetings of the Board and its Executive Committee, and shall have custody of the Charter, Bylaws, minutes, records and other documents of the Board and its Committees. The Secretary shall send a copy of the minutes to each member of the Board promptly after each meeting of the Board and of the Executive Committee.
4. Vacancies. A vacancy in any office of the Board of Trustees may be filled for the unexpired term by the Board of Trustees.

Article V. Committees of the Board

1. Committees. The standing committees of the Board shall be:

- a. The Executive Committee
- b. The Business and Finance Committee
- c. The Building and Grounds Committee
- d. The Institutional Advancement Committee
- e. The Academic Affairs Committee

The Board may authorize other committees from time to time.

2. Membership. At each annual meeting, the Board of Trustees shall elect the Chairmen (who shall be Trustees) and other Trustee members of the standing committees to serve for two years, beginning July 1. The Chairman of the Board, the Vice Chairman of the Board, and the President of the University shall be members of the Executive Committee. The President of the University shall be a member of all other standing committees of the Board.

Nominations of faculty and student members shall be for one year terms from lists of prospects developed by the President in consultation with representative student and faculty groups.

The number of Trustee members and non-Trustee members of any standing committee shall be determined by the Board of Trustees after receiving the recommendation of the committee chairman, and the Trustees may authorize and elect such committee members at any meeting in addition to the annual meeting.

Insofar as practical, membership on the standing committees should be rotated.

The Committees of the Board shall have the powers and duties set forth in these By-laws and such other powers and duties as the Board may delegate to them. They shall exercise their powers and perform their duties subject to the direction and approval of the Board. They may from time to time make recommendations to the Board for the establishment of new policies or any change in existing policies, but without decision-making authority except pursuant to specific delegation by the Board or the Executive Committee.

3. Vacancies. Any vacancy in the membership of a standing committee shall be filled by the Chairman of the Board of Trustees after consultation with the President of the University.

4. Meetings. Each standing committee shall meet at such times and places and upon such notice as it may determine, and shall file a copy of the minutes of each meeting with the Secretary of the University.

5. Quorum. A majority of the then members of a standing committee shall be a quorum for the transaction of business.

Article VI. Executive Committee

1. Membership. The Chairman of the Board (to serve as Chairman), the Vice Chairman of the Board (to serve as Vice Chairman), the President of the University, the Chairman of each standing committee, and not more than three Trustee members at large shall constitute the Executive Committee of the Board.

2. Powers and Duties. The Executive Committee shall:

- a. Subject to the provisions of the Charter and these Bylaws exercise all powers of the Board of Trustees in the interim between meetings of the Board.
- b. Appoint an Investment Committee of not less than five members, at least two of whom shall be Trustees, with the other members being selected from Trustees, officers, and alumni of Duke University, and Trustees and officers of The Duke Endowment, with such powers and duties as may be assigned to it by the Executive Committee.
- c. Coordinate the activities of the other standing committees.
- d. Exercise other duties as prescribed in the Charter or as may be delegated by the Board of Trustees.
- e. Report its actions to the Board of Trustees.

Article VII. Business and Finance Committee

1. Membership. The Business and Finance Committee shall be composed of not less than four Trustees, at least one faculty member, at least one student and the Vice President for Business and Finance, ex officio.

2. Powers and Duties. The Business and Finance Committee shall:

- a. Keep informed on, consider proposals for, and make recommendations with respect to, the general business affairs and financial organization of the University.
- b. Receive and review the annual budgets and recommend their approval or modification.
- c. Maintain an ongoing analysis and review of monthly operating statements, periodic construction summary, and internal audit reports.
- d. Recommend the annual report of the auditors and submit it with recommendations for action.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article VIII. Building and Grounds Committee

1. Membership. The Building and Grounds Committee shall be composed of not less than five Trustees, at least one faculty member, at least one student, and the Vice President for Business and Finance, ex officio.

2. Powers and Duties. The Building and Grounds Committee shall consider proposals for, and make recommendations with respect to:

- a. Siting of all buildings and related appurtenances such as utilities, roads, and parking areas.
- b. Commissioning of Project Architects and Engineers, and approval of proposed Contractors for construction projects.
- c. Evaluation and promulgation of continuing Master Plan for long-range development of the total physical environment of the University, including inherent standards of aesthetics and quality.
- d. Evaluation of design characteristics of individual projects for adherence to established standards.

- e. Major renovation work.
- f. Naming of facilities and parts of facilities.

The Committee shall review priorities for construction and shall have authority to accept all new construction on behalf of the University, but shall not incur any expenses not previously authorized by the Board of Trustees or the Executive Committee.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article IX. Institutional Advancement Committee

1. **Membership.** The Institutional Advancement Committee shall be composed of not less than five Trustees, at least one faculty member, and at least one student. Not less than three of the Trustee members shall be alumni of the University.

2. **Powers and Duties.** The Institutional Advancement Committee shall consider proposals for, make recommendations with respect to, and assist the President in, the financial development, fund raising, public relations, and alumni affairs of the University, and carry out other projects and assignments as directed by the Board.

The Committee shall report its findings, recommendations and results to the Board of Trustees or the Executive Committee.

Article X. Academic Affairs Committee

1. **Membership.** The Academic Affairs Committee shall be composed of not less than six Trustees, not less than two faculty members, not less than two students, and the Provost, ex officio.

2. **Powers and Duties.** The Academic Affairs Committee shall:

- a. Consider proposals for, and make recommendations with respect to, the educational role of each school, college, and unit of the University and for the University as a whole; provisions for the admission of students at all levels, student life and activities; educational, research, and library programs; and the coordination of all educational activities.
- b. Promote and coordinate activities of the Boards of Visitors, review their findings, and transmit their reports to the President, and to the Board of Trustees. The President shall appoint the members of the Boards of Visitors.
- c. Designate five Trustees who, along with an equal number of faculty members designated by the President, and the President, ex officio, shall serve as a Committee on Honorary Degrees to make recommendations to the University faculty and the Board of Trustees.
- d. Serve as a Committee on Earned Degrees.
- e. Serve as liaison with the University faculty with respect to academic affairs.

The Committee shall report its findings and recommendations to the Board of Trustees or the Executive Committee.

Article XI. Officers of the University

1. The Officers of the University shall be a President, a Chancellor, a Provost, a Vice President for Business and Finance, a Vice President for Health Affairs, one or more other Vice Presidents, a Treasurer, a Secretary, a University Counsel, and such other officers as the Board of Trustees may elect. One person may hold more than one office, except that the offices of President and Secretary may not be held by the same person.

2. These officers shall be elected by the Board of Trustees at its annual meeting for a term of one year and shall serve until their successors are elected and have taken office.

3. A vacancy in any office of the University may be filled, for the unexpired term, by the Board of Trustees or by the Executive Committee.

Article XII. President

1. The President shall be the chief educational and administrative officer of the University. He shall be responsible to the Board of Trustees for the supervision, management, and government of the University, and for interpreting, and carrying out the policies of the Board of Trustees. He shall have the powers and duties set forth in the Charter and in these Bylaws, and such other powers and duties as the Board of Trustees shall delegate to him.

2. He, or someone designated by him, shall preside at all academic functions and represent the University before the public.

3. He shall preside at all meetings of the University Faculty. He may veto any action taken by the University Faculty or any action taken by the faculty of any college or school in the University and state his reasons for such action.

4. He shall submit a proposed annual budget for the University to the Executive Committee prior to the beginning of the fiscal year covered by the budget.

5. He shall submit to the Board of Trustees an annual report on the condition, operations, and needs of the University.

6. He shall recommend to the Board of Trustees persons to be officers of the University other than the President.

Article XIII. Chancellor

1. The Chancellor, under the President, shall exercise the powers and duties of the President as delegated by the President from time to time.

2. He shall assume the powers and duties of the President during the incapacity or absence of the President when specifically authorized by the President or the Board of Trustees, or in case of a vacancy in the Office of President.

Article XIV. Provost

1. The Provost shall be an executive officer of the University, under the President, responsible for all educational affairs and activities, including research, and for all aspects of student activity and welfare. He shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be a member of the faculty of each college and school, and ex officio a member of each committee (other than Committees of the Board of Trustees) or other body concerned with matters for which he is responsible.

3. He shall receive recommendations developed by the faculty and educational officers for consideration and recommendation to the President.

Article XV. Vice President for Business and Finance

1. The Vice President for Business and Finance shall be an executive officer, under the President, responsible for all business and finance, including accounting and auditing, preparation of budgets, fiscal planning, and operating of services of the University. He shall have the power and duties assigned to him by the President and shall report to the President.

2. He shall have custody of all records, contracts, agreements, deeds, and other documents of the University or relating to its operations or properties, except minutes of meetings.

3. He shall submit to each regular meeting of the Executive Committee a report on those aspects of the finances of the University that the Executive Committee may re-

quire, and shall submit to the Board of Trustees at the end of each fiscal year an account of all receipts and disbursements for the preceding year and a statement in such details as the Board of Trustees may require of the financial condition of the University at the end of such year.

4. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

Article XVI. Vice President for Health Affairs

The Vice President for Health Affairs shall be an executive officer, under the President, responsible for the operation of the Medical Center. He shall have the powers and duties assigned to him by the President and shall report to the President.

Article XVII. Treasurer

1. The Treasurer shall report to the President or such officer of the University as the President may direct and shall have the powers and duties assigned to him by the President or such other officer.

2. He may receive and disburse investment funds and purchase, sell, or otherwise dispose of investment securities pursuant to the directions of the Executive Committee or Investment Committee, as the case may be.

3. He and the personnel under him shall be bonded to the extent determined by the Executive Committee.

Article XVIII. Secretary

1. The Secretary, under the President, shall have all of the powers and duties set forth in these Bylaws and the powers and duties commonly incident to his office. He also shall have the powers and duties assigned to him by the President and shall report to the President.

2. He shall be the custodian of the seal of the corporation and shall affix and attest to same on all duly authorized contracts, deeds and other documents.

3. He shall maintain an official roster setting forth the status of all persons employed by the University.

Article XIX. University Counsel

The University Counsel shall be the legal adviser to the University and shall be responsible for all matters of a legal nature concerning the University, including litigation, preparation or approval of all contracts, deeds, conveyances, or other documents.

Article XX. Faculty

1. The University Faculty shall be composed of the President, the Chancellor, the Provost, the Vice Presidents, the Secretary (who shall also be the Secretary of the Faculty), all deans, professors, associate professors, and assistant professors, and all other full-time members of the instructional staff who are not candidates for degrees at Duke University, Registrar, and the University Librarian, and such other persons as may be designated by the President and approved by the Executive Committee or the Board of Trustees.

2. The University Faculty shall be responsible for the conduct of instruction and research in the various colleges and schools in the University. It may also consider and make recommendations to the President regarding any and all phases of education at the University.

3. The University Faculty shall approve and recommend to the Board of Trustees

the persons it deems fit to receive degrees or other marks of distinction, and the establishment of any new degree or diploma.

4. The University Faculty may organize and exercise its functions through appropriate councils, committees, or other bodies.

5. Each college and school in the University may have a faculty of its own, which shall be composed of the President, the Chancellor, the Provost, the Secretary, and all members of the University Faculty in the particular college or school. Each such faculty shall function under the President and other officers of educational administration and subject to the regulations of the University Faculty.

Article XXI. Appointments, Promotions and Tenure

1. Members of the University Faculty shall be elected, appointed, or promoted by the Board of Trustees or the Executive Committee upon the recommendation of the Provost, with the approval of the President.

2. Except for positions designated as "medical research," "adjunct," or "clinical," members of the University Faculty, above the rank of instructors (associates in the Medical School), shall have tenure after seven years of continuous service at the University, or such shorter period as may be determined for individual cases by the Board of Trustees or the Executive Committee.

Article XXII. Sabbatical Leaves

1. Each member of the University Faculty of the rank of professor, associate professor, or assistant professor shall be eligible for sabbatical leave after each six years of service to the University. Such leave may be taken for a full year at half salary or a half year at full salary.

2. Sabbatical leave may be granted by the Executive Committee upon the written recommendation of the dean of the appropriate college or school, approved by the Provost and the President.

Article XXIII. Retirement

1. All members of the faculty of the University who are eligible for or participate in the TIAA Plan and who would attain the age of seventy years prior to March 1 of a given academic year shall retire at the end of the preceding academic year and all such members of the faculty who attain the age of seventy years on or after March 1 in a given academic year shall retire at the end of such academic year.

2. The retirement and annuity plan adopted by the University on October 1, 1925, is hereby amended in those respects required to conform with the provisions of the By-laws.

Article XXIV. Student Body

1. The student body of Duke University shall be composed of all full-time and part-time students regularly enrolled in the University.

2. The student body may consider and make recommendations to the President regarding any and all phases of education and student life at the University.

3. The student body may organize and conduct its affairs under elected representative government or governments and through appropriate councils, committees, or other bodies.

Article XXV. The University Libraries

1. The University Libraries are composed of (1) the William R. Perkins Library and

its branches, (2) the School of Law Library, and (3) the Medical Center Library and its branches.

2. The University Libraries shall be responsible for such development and dissemination of scholarly and informational resources required by the academic community for instruction, research, study and publication, as designated by the Provost.

3. Professional librarians of the University Libraries shall be composed of the University Librarian, the Librarian of the School of Law, the Director of the Medical Center Library and other such persons as may be designated by the Provost with the approval of the President. The professional librarians shall be appointed or promoted by the Provost, with approval of the President, after the Provost has received recommendations from the University Librarian, the Librarian of the School of Law through the Dean of the School of Law, or from the Director of the Medical Center Library through the Vice President for Health Affairs.

4. The professional librarians of the University Libraries may organize and exercise their functions through appropriate councils, committees, or other bodies.

5. The University Libraries shall function under the President and other officers of educational administration, and subject to the regulations of the professional librarians of the University Libraries, as approved by the Provost.

Article XXVI. Fiscal Year, Academic Year and Academic Calendar

1. The fiscal year of the University shall commence on July 1 and end on the following June 30.

2. The academic year of the University shall commence on September 1 and end on the following August 31.

3. The President shall establish the academic calendar for each academic year, and designate the day on which the graduation exercises shall take place.

Article XXVII. Amendment of Bylaws

These Bylaws may be amended at any regular meeting of the Board of Trustees by the affirmative vote of two-thirds of the then membership of the Board, provided that the proposed amendment is mailed by the secretary of the Board to each member at least twenty days before the meeting.

Alumni Organizations

All former students of Duke University who have earned degrees or who are otherwise qualified by meeting residence requirements are enrolled as members of the General Alumni Association when their classes are graduated.

The purposes of the General Alumni Association, to quote from its constitution, are "... to unite its members in good fellowship and in cooperative enterprise with the faculties, students, officers, and trustees of Duke University, toward the fulfillment of the University's educational and humanitarian purposes; to aid in providing for the University an atmosphere in which scholarship and learning might flourish and in which the continuing search for truth and enlightenment might proceed unhindered; and in all appropriate ways to assist and stimulate Duke University toward significant achievement and influence." The General Alumni Association meets annually, usually in May or June.

Individual sub-associations have been organized by the alumni of the Schools of Divinity, Engineering, Forestry, Law, Medicine, and Nursing. Each graduated class also exists as a permanent organization, with members holding reunions at intervals of five years. Local alumni associations are established in approximately 100 areas where

alumni live in concentrated numbers, and these associations usually meet at least once a year.

The Duke University National Council is the executive council of the General Alumni Association and determines the broad policies and patterns for all alumni organizations. Its membership consists of representatives from each of the organizations and also from each of the University's faculties and student bodies. The National Council meets twice each year, on the Saturday closest to Founders' Day, December 11, and during Alumni Weekend in May or June. In the interim between meetings its business is handled by an executive committee.

The Department of Alumni Affairs is the University's administrative and coordinating agency for all alumni organizations and programs except those that involve a continuing financial support effort. Alumni fund raising programs are administered by the Office of Development. The Department of Alumni Affairs is located in the Alumni House at 614 Chapel Drive and includes the Alumni Records Office as well as a bulk mailing facility available to the University community.

The graduates of the University elect twelve of the thirty-six members of the University's Board of Trustees, with four being elected in alternate years for six year terms. The election is by mail ballot.

Gifts and Bequests

Duke University is a privately established institution which derives its principal support from endowment funds and from gifts and grants, thus enabling it to offer both academic and professional training to its students at a fraction of the actual cost. Gifts and grants for both operational and capital development purposes presently account for approximately one-half of the University's annual income. They are essential to the quality of its educational services and to its progress as a center of learning and research.

Gifts to Duke University, of course, fully qualify as tax deductible contributions.

The University welcomes gifts, immediate or deferred, when made without restriction as to use or when designated for any of a broad variety of purposes. Gifts may be of cash, securities, or any kind of real or personal property, depending upon the wishes and the conveniences of the donor, and University officers are prepared to confer at any time to make sure that both the donor's wishes and possible tax advantages are fully realized.

A number of publications, designed to assist the donor in making a gift, are available, and requests for these or other information will be promptly acknowledged. Such requests should be addressed to the Duke University Development Office, Duke Station, Durham, N.C. 27706.

Deferred gifts may be made through bequests or through insurance, as well as through a variety of trust arrangements. Such gifts may become significant factors in estate planning, and while qualified counseling is essential in most instances, some sample bequest forms may be noted.

GENERAL

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County of Durham, State of North Carolina, and its successors forever, the sum of dollars or otherwise describe the gift) for the general purposes and uses of the University at the discretion of the Board of Trustees.

SPECIFIC

I give (devise; if real property) and bequeath to Duke University, a corporation existing under the laws of the State of North Carolina and located in the City and County

of Durham, State of North Carolina, or its successors forever, the sum of dollars (or otherwise describe the gift) and direct that the income therefrom shall be used for the following purposes, viz. (here describe the use desired).

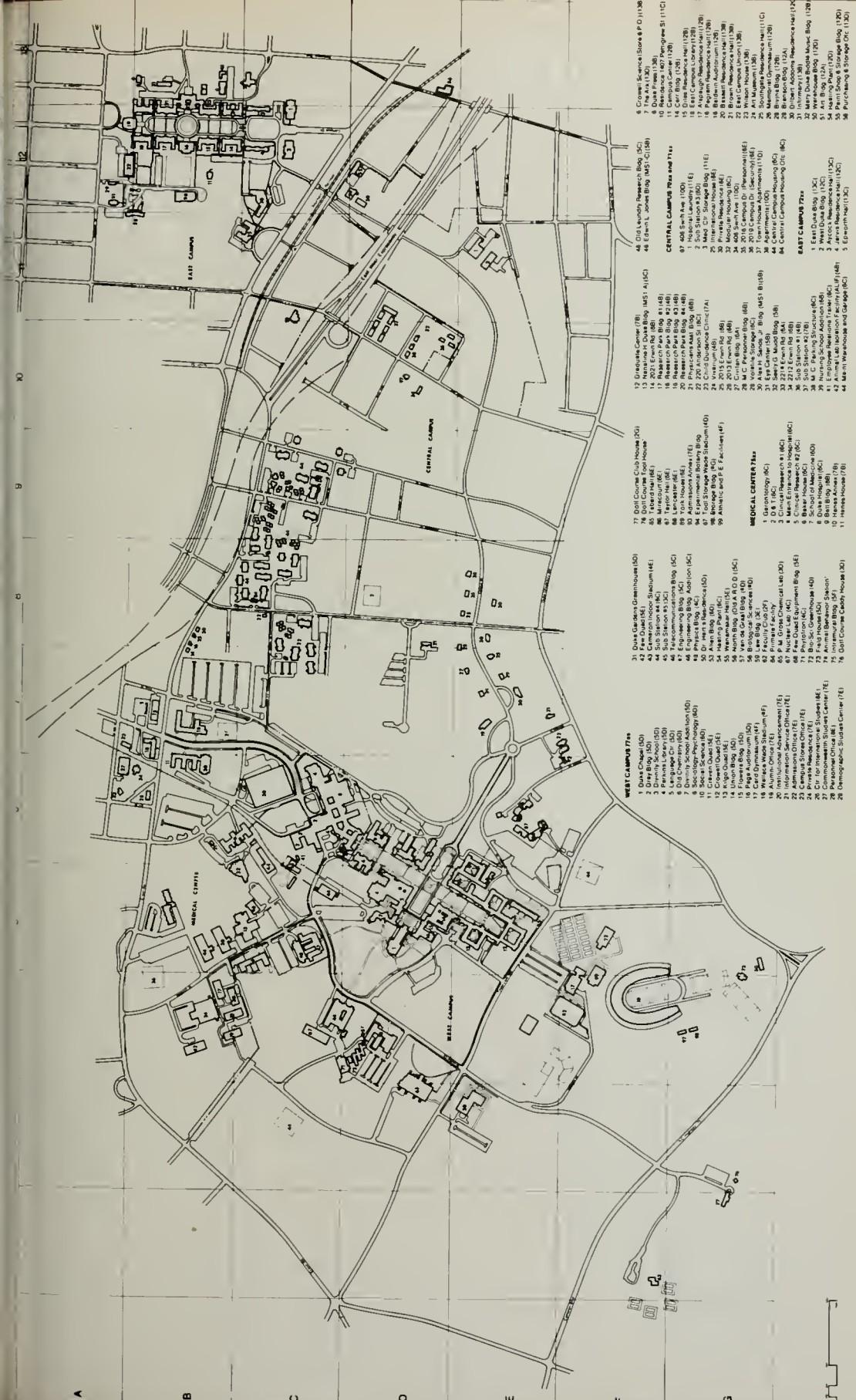
CODICIL

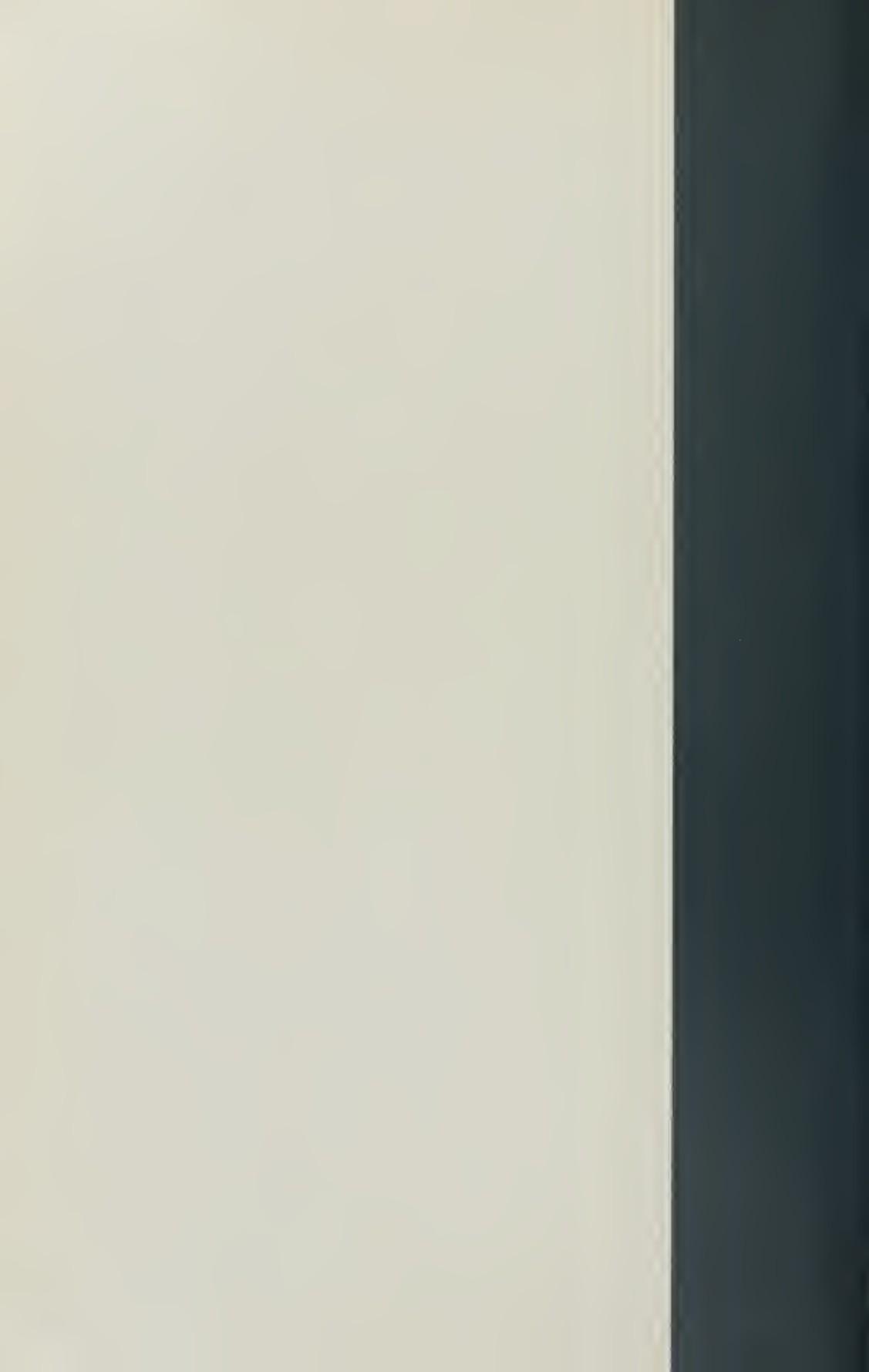
Having hereinbefore made my last Will and Testament dated, and being of sound mind, I hereby make, publish, and declare the following codicil thereto; (here insert clause in same form as if it had been included in body of Will). Except as hereinbefore changed, I hereby ratify, confirm, and republish my said last Will and Testament.

Office of Public Relations

The Office of Public Relations is the official news agency of the University, and all University news, except sports, emanates from this office. The Office maintains the University's relationship with the press, radio and television, and other communications media, and interprets the University—its faculty, its research, and its academic achievements—to the public via these media.

The Office also maintains individual biographical files on all faculty members, students, and staff, as well as files on all University departments and activities. Its files of clippings form a rich source of historical information of the Institution's life. In addition, the Office is a source of information for the many inquiries about Duke University which are received daily from all sections of the nation and from abroad.





Bulletin of Duke University

Medical Center

1977 - 1978



Bulletin of Duke University

Medical Center

1977-1978

Durham, North Carolina 1977

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School of Medicine Calendar 1977-1978

First Year (Freshmen) Students

1977

August	
19	Friday—Fees and tuition payable
19	Friday, 8:30 a.m.—Orientation
22	Monday, 8:10 a.m.—First day of academic year, 1977-1978, begin fall semester
September	
5	Monday—Labor Day holiday
October	
21	Friday—Fees and tuition payable
November	
23	Wednesday, 6:00 p.m.—Begin Thanksgiving holiday
28	Monday, 8:10 a.m.—Classes resume
December	
20	Tuesday, 6:00 p.m.—End fall semester

1978

January	
6	Friday—Fees and tuition payable
9	Monday, 8:10 a.m.—Begin spring semester
March	
1	Wednesday—Registration for Summer Term II, 1978, and terms 1, 2, 3, and 4, 1978-1979
3	Friday—Fees and tuition payable
4	Saturday, 1:00 p.m.—Begin spring vacation
13	Monday, 8:10 a.m.—Classes resume
June	
24	Saturday, 6:00 p.m.—End spring semester

Second Year (Sophomore),* Third Year (Junior),† and Fourth Year (Senior)† Students

1977

March	
4	Friday—Fees and tuition payable
5	Saturday, 12:00 noon—End term 3, 1976-1977, begin spring vacation
14	Monday, 8:00 a.m.—Classes resume, begin term 4, 1976-1977
16	Wednesday—Registration for Summer Terms I and II, 1977, and terms 1, 2, 3, and 4, 1977-1978
May	
6	Friday—Fees and tuition payable
7	Saturday, 12:00 noon—End term 4, 1976-1977
7-8	Saturday-Sunday—Graduation activities
9	Monday, 8:00 a.m.—Begin Summer Term I, 1977
June	
30	Thursday—Fees and tuition payable
July	
2	Saturday, 12:00 noon—End Summer Term I, 1977
4	Monday—Independence Day holiday
5	Tuesday, 8:00 a.m.—Begin Summer Term II, 1977
August	
26	Friday—Fees and tuition payable

*Five terms of eight weeks duration.

†Four terms of eight weeks duration.

27	Saturday, 12:00 noon—End Summer Term II, 1977
29	Monday, 8:00 a.m.—First day of academic year 1977-1978, begin term I, 1977-1978
September	
5	Monday—Labor Day holiday
October	
21	Friday—Fees and tuition payable
22	Saturday, 12:00 noon—End term 1, 1977-1978
24	Monday, 8:00 a.m.—Begin term 2, 1977-1978
November	
23	Wednesday, 6:00 p.m.—Begin Thanksgiving holiday
28	Monday, 8:00 a.m.—Classes resume
December	
17	Saturday, 12:00 noon—End term 2, 1977-1978, begin Christmas holiday

1978

January	
6	Friday—Fees and tuition payable
9	Monday, 8:00 a.m.—Classes resume, begin term 3, 1977-1978
March	
3	Friday—Fees and tuition payable
4	Saturday, 12:00 noon—End term 3, 1977-1978, begin spring vacation
13	Monday, 8:00 a.m.—Classes resume, begin term 4, 1977-1978
15	Wednesday—Registration for Summer Terms I and II, 1978, and terms 1, 2, 3, and 4, 1978-1979
May	
6	Saturday, 12:00 noon—End term 4, 1977-1978
6-7	Saturday-Sunday—Graduation activities



University Administration

General Administration

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A. President
A. Kenneth Pye, LL.M., Chancellor
Frederic N. Cleaveland, Ph.D., Provost
Charles B. Huestis, Vice President for Business and Finance
William G. Anlyan, M.D., Vice President for Health Affairs
*Juanita M. Kreps, Ph.D., Vice President
J. David Ross, J.D., Vice President for Institutional Advancement
Stephen Cannada Harward, A.B., C.P.A., Treasurer and Assistant Secretary
J. Peyton Fuller, A.B., Assistant Vice President and Corporate Controller
Harold W. Lewis, Ph.D., Vice Provost and Dean of the Faculty
John C. McKinney, Ph.D., Vice Provost and Dean of the Graduate School
John M. Fein, Ph.D., Vice Provost and Dean of Trinity College of Arts and Sciences
Ewald W. Busse, M.D., Associate Provost and Dean of Medical and Allied Health Education
Roscoe R. Robinson, M.D., Associate Vice President for Health Affairs and Chief Executive Officer of Duke Hospital
Frederick C. Joerg, M.B.A., Assistant Provost for Academic Administration
Anne Flowers, Ed.D., Assistant Provost for Educational Program Development
William J. Griffith, A.B., Assistant Provost and Dean of Student Affairs
William C. Turner, Jr., M.Div., Assistant Provost and Dean of Black Affairs
Richard L. Wells, Ph.D., Assistant Provost and Associate Dean of Trinity College of Arts and Sciences
Joel L. Fleishman, LL.M., Vice Chancellor for Public Policy Education and Research; Director of the Institute for Policy Sciences and Public Affairs
Connie R. Dunlap, A.M.L.S., University Librarian
William E. King, Ph.D., University Archivist
Clark R. Cahow, Ph.D., University Registrar
Robert N. Sawyer, Ed.D., University Educational Planning Officer and Director of Summer Educational Programs
Rufus H. Powell, LL.B., Secretary of the University
Charles Linn Haslam, J.D., University Counsel

Board of Visitors of the Medical Center

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Mr. Edward H. Benenson, President, Benenson Funding Corporation
Dr. Earl W. Brian, President, Xonics
Dr. Shirley Chater, Assistant Vice Chancellor, University of California at San Francisco
Dr. John A. D. Cooper, President, Association of American Medical Colleges
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Dr. Harry Eagle, Albert Einstein College of Medicine, Yeshiva University
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Dr. George Palade, Yale University School of Medicine
†Dr. William R. Pitts, Neurosurgeon, Charlotte, North Carolina
Ms. Anne R. Somers, Associate Professor of Community Medicine, Rutgers School of Medicine
†Mr. Edwin C. Whitehead, Chairman, Technicon Corporation

Ex-Officio

Terry Sanford, J.D., President, Duke University
A. Kenneth Pye, LL.M., Chancellor, Duke University
Frederic N. Cleaveland, Ph.D., Provost, Duke University
William G. Anlyan, M.D., Vice President for Health Affairs, Duke University

*On special leave effective January 20, 1977, to become U.S. Secretary of Commerce.
†Member of Duke University Board of Trustees.

Medical Center Administration

Office of Vice President for Health Affairs

William G. Anlyan, M.D., Vice President for Health Affairs

Jane G. Elchlepp, M.D., Ph.D., Assistant Vice President for Health Affairs, Planning and Analysis

John D. Shytle, M.S., Assistant Vice President for Health Affairs, Administration

Robert G. Winfree, M.A., Deputy Assistant Vice President for Health Affairs, Planning and Analysis

Louis E. Swanson, M.H.A., Director of Planning

L. T. Matthews, B.A., Director of Engineering and Operations

James L. Bennett, Jr., A.B., Executive Assistant to the Vice President for Health Affairs

Bernard McGinty, B.A., Director of Budget and Finance

Raymond C. Waters, M.A., Assistant to the Vice President

Barbara Echols, Director, Office of Grants and Contracts

Office of Medical and Allied Health Education

Ewald W. Busse, M.D., Associate Provost and Dean, Medical and Allied Health Education

William D. Bradford, M.D., Associate Dean, Graduate Medical Education

Thomas T. Thompson, M.D., Associate Dean, Allied Health Education

Suydam Osterhout, M.D., Ph.D., Associate Dean, Admissions

M. Henderson Rourk, Jr., M.D., Director, Continuing Medical Education

John L. Weinerth, M.D., Ph.D., Director, Postgraduate Medical Education

Shirley K. Osterhout, M.D., Assistant Dean for Student Affairs

Charles B. Johnson, Ed.D., Associate University Registrar and Registrar, Medical Center

Ann M. Rimmer, Administrative Assistant to the Dean of Medical and Allied Health Education

Thomas E. Frothingham, M.D., Director, Area Health Education

Stanley B. Morse, B.S., Associate Director, Area Health Education and Assistant to the Dean (for Administration)



Office of Duke University Hospitals

Roscoe R. Robinson, M.D., *Associate Vice President and Chief Executive Officer*
Richard H. Peck, M.H.A., *Administrative Director, Duke Hospital*
Delford L. Stickel, M.D., *Associate Director (Medical)*
Wilma A. Minnear, R.N., M.S.N., *Director of Nursing Services*
Wallace E. Jarboe, *Director, Logistics and Management—Duke North*
J. Peyton Fuller, A.B., *Associate Director and Corporate Controller*
Richard L. Jackson, M.A., *Director of Personnel*
William J. Donelan, M.S., *Executive Assistant to the Associate Vice President and Chief Executive Officer*
James G. Carter, B.S., *Assistant Administrative Director*
Robert D. Metcalf, M.H.A., *Assistant Administrative Director*
Carmen J. Rodio, B.A., *Assistant Administrative Director*
Michael J. Schwartz, M.H.A., *Assistant Administrative Director*
Kenneth E. Wheeler, M.H.A., *Assistant Administrative Director*

Office of the School of Nursing

Ruby L. Wilson, R.N., Ed.D., *Dean*
Eleanor C. Bradsher, *Administrative Assistant to the Dean*
Edward E. Cooke, B.A., *Professional Assistant to the Dean*
Dorothy Brundage, R.N., M.N., *Coordinator, Undergraduate Program*
Joanne E. Hall, R.N., M.S., *Coordinator, Graduate Program*
Elaine T. Nagey, B.A., M.Ed., *Staff Assistant for Academic Affairs*
Ella E. Shore, M.R.E., M.A., *Dean of Student Affairs*

Standing Committees of the School of Medicine and Medical Center

Admissions—Allied Health Admissions Overview Committee

Thomas T. Thompson, M.D., *Chairman; Departmental representatives*

Admissions—Medical School

Suydam Osterhout, M.D., Ph.D., *Chairman; Drs. Anderson, Baker, Burns, Christakos, Coonrad, Gianturco, C. Johnson, R. S. Jones, Kamin, Mills, Morris, O'Quinn, Paulson, Tindall, Vogel, Widmann, and Worde; Ms. King, Administrative Assistant; student representatives, Messrs. Bobbitt, Plummer, and Sexton*

Allied Health Advisory Committee

Thomas T. Thompson, M.D., *Chairman; Drs. Busse, Estes, Green, Harmel, Jennings, C. Johnson, Joklik, Robertson, Sabiston, and Wilson*

Allied Health Program Directors

Thomas T. Thompson, M.D., *Chairman; Drs. Branch, Estes, Goodrich, Harmel, Jaeger, W. Johnston, Kunze, Pratt, Widmann, Wilson, and Wyrick; Messrs. Anderson, Delaney, Detwiler, and Skolaut*

Animal Care Advisory

Joseph L. Wagner, D.V.M., *Chairman; Drs. Bergeron, Bigner, Currie, Dennis, Ellinwood, Gooding, Griffith, K. Hall, W. Hall, Kalat, Lynn, Mendell, Oldham, Schmidt-Nielsen, Tyrey, and Wolbarsht*

Audit and Tissue

Clinical chairman of each clinical service and head of each division in service.

Awards Committee for Student Awards

Shirley Osterhout, M.D., *Chairman; departmental professional advisers from basic and clinical departments.*

Brain Death

William P. Wilson, M.D., *Chairman*; Drs. Appel, Cooke, Erwin, Green, Heyman, and Stickel

Clinical Cancer Education Program

W. W. Shingleton, M.D., *Chairman and Director*; Drs. Falletta, Farmer, Heyden, Johnston, Metzgar, Miller, Schmidt, Silberman, and Word; Ms. McIntire

Clinical Investigations

Jerome S. Harris, M.D., *Chairman*; Ms. Barbara E. Echols, *Co-Chairman*; Drs. Dyer, Farmer, Gall, Gutman, Hogue, Klintworth, Kylstra, Landers, Talton, and Wilkinson; Chaplain Aitken, Ms. Houpt, Robb-Nicholson, and Salter; Mr. Finn

Continuing Education

M. Henderson Rourk, Jr., M.D., *Chairman*; Drs. Crenshaw, Clapp, Frothingham, McLelland, Oldham, Parker, Parkerson, and Tindall; Ms. Dell; Mr. Agnello

Davison Scholarship

William D. Bradford, M.D., *Chairman*; Drs. R. S. Jones and Shirley Osterhout

Duke Comprehensive Cancer Center Advisory

W. W. Shingleton, M.D., *Chairman*; Drs. Amos, Anlyan, Elchlepp, Estes, Hill, Jennings, Joklik, Katz, Laszlo, Miller, Robertson, Rundles, Sabiston, Salzano, Wilson, and Wyngaarden

Duke-Veterans Administration Anatomical Gifts

Delford Stickel, M.D., *Chairman*; Drs. Adams, Chandler, Mahaley, and Pratt; Messrs. Puckett and Wheeler

Emergency Department Advisory

Joseph A. Moylan, Jr., M.D., *Chairman*; Drs. Clippinger, Frothingham, Hawkins, Johnsruude, Peter, Sydnor, and Wiebe; Ms. Derosiers, Messick, and Wicker; Messrs. Daniel, Herndon, and Wheeler; Lt. Washington

Financial Aid

Ms. Nell Andrews, *Coordinator*; Drs. Bradford, Johnston, Suydam Osterhout, and Thompson; Ms. King; Mr. McGinty; student representative, Mr. Wright

Hospital Advisory

Roscoe Robinson, M.D., *Chairman*; Drs. Anlyan, Brodie, Busse, Estes, Grossman, Harmel, Jennings, Katz, Parker, Sabiston, Stickel, Wadsworth, and Wyngaarden; Ms. Minniear; Messrs. Fuller, Jarboe, Peck, Shytie, and Winfree

Hospital Infections

Suydam Osterhout, M.D., Ph.D., *Chairman*; Drs. Gallis, Klein, Lang, Oldham, Peete, Weinerth, and Wilfert; Ms. Burke, Higgins, Palmer, and Robbins; Messrs. Schwartz and Skolaut

Medical Center Safety

Robert D. Metcalf, M.H.A., *Chairman*; Dr. Davis, Messrs. Benbow, Bird, Cole, Dennis, Gebhardt, Hansen, Haith, Knight, Kozoman, Mountford, Wildermann; Ms. Higgins, Watkins

Medical Education Policy Advisory

Ewald W. Busse, M.D., *Chairman*; Drs. Bradford, Brodie, Crenshaw, Fuchs, Gall, Gianturco, Greene, Johnson, Joklik, Robertson, Sabiston, Sommer, and Weinerth; Mr. Bird; Ms. Pietrantonio; student representatives, Messrs. Crimm, Nichol, Rutledge, and Ziegler

Medical Records

George J. Ellis III, *Chairman*; Drs. Grufferman, Jelovsek, Smith, Stickel, and Wang; Ms. Borden; Messrs. Kulik, Metcalf, and Roebuck

Medical School Advisory

William G. Anlyan, M.D., *Chairman*; Drs. Brodie, Busse, Estes, Grossman, Harmel, Hill, Jennings, Joklik, Katz, Parker, Robertson, Sabiston, Salzano, Wadsworth, and Wyngaarden

North Carolina Residence

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Operating Room Advisory

David Sabiston, M.D., *Chairman*; Drs. Creasman, Filston, Georgiade, Goldner, Harmel, Pickrell, and Vartanian; Ms. Flemming and Owins; Messrs. Brandon and Wheeler

Outpatient Advisory

Arthur Chandler, M.D., *Chairman*; Drs. Baylin, Feldman, Graham, Habig, Hammond, Howell, and Oldham

Public Relations Advisory

Sam Agnello, A.B., *Chairman*; Drs. Anderson, Ottolenghi, and Vanaman; Ms. Webb; Messrs. Aikens, Bennett, Schwartz, and Sigler

Radioisotope

Henry Kamin, Ph.D., *Chairman*; Drs. Briner, Goodrich, Harris, Sanders, and Tyor; Messrs. Knight and Wheeler

Recombinant DNA

Mary Vickers-Hershfield, M.D., *Chairman*; Drs. Guild, Webster, Gallis, and Gillham

Research Award

Jerome Harris, M.D., *Chairman*; Drs. Appel, Metzgar, Schanberg, Semans, and Vogel

Utilization Review

Robert H. Wilkinson, Jr., M.D., *Chairman*; Drs. Jelovsek, Kim, Murray, Neish, Parker, Portwood, Reed, and Young; Ms. Fields, Harris, and Wicker; Messrs. Metcalf and Winfree

Veterans Administration Hospital Research and Education

Robert L. Green, Jr., M.D., *Chairman*; Drs. Cavenar, Cohen, Daffner, Greene, Greenfield, Postlethwait, Pratt, and Wilson; Ms. O'Toole; Mr. Arledge

Vice President's Veterans Administration

William G. Anlyan, M.D., *Chairman*; Roscoe R. Robinson, M.D., *Vice Chairman*; Drs. Brodie, Busse, Estes, Green, Grossman, Harmel, Jennings, Kinney, Pratt, Sabiston, Wadsworth, Wilson, and Wyngaarden; Messrs. Arledge and Shytle



School of Medicine

General Information





History

In 1924 James Buchanan Duke established The Duke Endowment and thus made possible the creation of Duke University.

"I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical, lines is, next to religion, the greatest civilizing influence.

I have selected hospitals as another of the principal objects of this trust because I recognize that they have become indispensable institutions, not only by way of ministering to the comfort of the sick, but in increasing the efficiency of mankind and prolonging human life I very much hope that the people will see to it that adequate and convenient hospitals are assured in their respective communities It is to these rural districts that we are to look in large measure for the bone and sinew of our country."

In item VIII of his will, Mr. Duke bequeathed to The Duke Endowment ten million dollars for Duke University, of which four million dollars was to be expended for a medical school, hospital, and nurses' home at Duke University.

Wards and clinics in the hospital were named for eminent physicians and surgeons in order to remind the staff and students of what has been accomplished in medicine, as well as to follow Mr. Duke's Indenture; "I advise courses in history, especially the lives of the great of the earth."

The School of Medicine and Duke Hospital (consisting of 400 beds) were opened in 1930 under the leadership of the first dean, Dr. Wilbert C. Davison, who had recruited an outstanding faculty on a geographic full-time basis. During that same year, the first class of medical students, hospital administration students, and dietetic students were admitted. The Private Diagnostic Clinic was organized in 1932 to provide coordinated medical and surgical care for private patients with moderate incomes.

Over the years the Medical Center has been enlarged and its programs expanded by new construction and by the acquisition of, and affiliation with, established hospitals.

Currently the Medical Center at Duke University occupies approximately 120 acres. The southern portion is contiguous with the main quadrangle of the University and consists of the following: *Davison Building*—Department of Pathology, Central Teaching Facility, Division of Audiovisual Education, Medical Center Administration, Student Lounge, Office of Admissions. *Duke Hospital South*—Departments of Medicine, Pediatrics, and Surgery, and Amphitheater, Chapel, Private Diagnostic Clinics, Outpatient Clinics, Inpatient Care Units and support services; *Baker House*—offices of Nursing, Medicine, Surgery, Pediatrics, Obstetrics-



Gynecology, Health Administration, and Pastoral Care and Counseling; *Barnes Woodhall Building*—Hospital Administration, offices and laboratories of Obstetrics-Gynecology and Pediatrics, delivery rooms, and the Emergency Service; *Diagnostic and Treatment Building*—offices and clinics of Medicine, Surgery, Pediatrics, and Psychiatry; *Gerontology Building*—Center for Aging, Department of Psychiatry, offices and laboratories of Medicine, Pediatrics, and Surgery; *Clinical Research I*—offices and laboratories of Medicine and Surgery and research wards; *Clinical Research II*—Hyperbaric Unit, offices and laboratories of Medicine, Surgery, Pediatrics, and Psychiatry, and the Clinical Cancer Research Unit; *Edwin A. Morris Cancer Research Building*—under construction and scheduled for completion in 1978.

The northern portion has the following buildings: *Nanaline H. Duke Medical Sciences Building*—Departments of Biochemistry and Physiology-Pharmacology; *Alex Sands Medical Sciences Building*—Department of Anatomy and clinical science research programs of the Departments of Medicine, Surgery, Psychiatry, and Anesthesiology; *Edwin L. Jones Basic Cancer Research Building*—Director of Comprehensive Cancer Center, Department of Microbiology and Immunology and basic science research programs of Medicine, Surgery, Pediatrics, Obstetrics-Gynecology, Anatomy, and Pathology; *Medical Research Building*—offices and laboratories of Radiology; *Bell*

Building—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology, Anatomy, and Ophthalmology. It also houses Information Services, gross anatomy laboratories, and the Research Training Program; *Seeley G. Mudd Communications Center and Library*—Medical Center Library, the Trent Collection of the History of Medicine; *Eye Center*—patient-care activities of the Department of Ophthalmology as well as their offices and laboratories; *Duke Hospital North*—under construction and scheduled for completion in 1979.

In the western section of the campus are: *Research Park Buildings I, II, III, and IV*—offices and laboratories of Medicine, Surgery, Pediatrics, Radiology and Microbiology and Immunology; *Vivarium*—Division of Laboratory Animal Resources and laboratory animal care facilities; *Animal and Laboratory Isolation Facility*—special containment facility for cancer research.

In the eastern section of the campus are: *Pickens Rehabilitation Center*—General and Rehabilitation Outpatient Clinics; Student Health Service, Employee Health Service, and Faculty Family Health Service; *Civitan Mental Retardation and Child Development Center*—offices, clinics, and laboratories of Psychiatry and Pediatrics; *Trent Drive Hall*—Department of Community Health Sciences.

Duke University Medical Center continues to strive to be a leader in contemporary medicine. This involves maintaining superiority in its four primary functions—unexcelled patient care, dedication to educational programs, national and international distinction in the quality of research, and service to the region.

Growth is identified with deeper involvement in the social aspects of health, the establishment of many advanced therapeutic and research facilities, a building program that will require one or more decades for its completion and a new and imaginative revision of the medical teaching program that has attracted the attention of educators around the world.

Resources for Study

Library/Communications Center. The Medical Center Library/Communications Center, located in the Seeley G. Mudd Building midway between the north and south medical center campuses, attempts to provide all services and collections necessary to further educational, research, and clinical activities in the medical field. The entire collection of approximately 150,000 volumes and 2,200 current journal subscriptions is available for use by students and personnel from the Medical Center; study accommodations for 500 readers includes extensive provisions for audiovisual learning.

The library/communications center includes the Trent Collection which is unsurpassed in the southeast as a resource for study of the history of medicine, and also includes a branch collection of books and journals maintained in the Nanaline H. Duke Medical Sciences Building.

The Medical Center Library/Communications Center is open: Monday-Friday, 8:30 a.m.-midnight; Saturday, 8:30 a.m.-9:00 p.m.; Sunday, 12:00 noon-11:00 p.m. Summer and holiday hours are as announced.

Director: Warren P. Bird, M.S. (Columbia, 1964), Associate Professor of Medical Literature; Curator of the Trent Collection: G.S.T. Cavanagh, B.S., B.L.S. (McGill, 1951), Professor of Medical Literature.

The Central Teaching Facility. The Central Teaching Facility, located on the fourth floor of Davison Building, provides laboratory, demonstration, and conference space for all courses taught in the basic sciences, with the exception of gross anatomy. A full-time staff maintains a wide range of equipment and provides supplies and services necessary for the teaching programs conducted in the facility, thus enabling the academic staff of each department to devote its efforts entirely toward the students.



Six unit laboratories, each accommodating twenty students, and a twelve man M.D.-Ph.D. candidate laboratory are devoted to instruction for the first year. All first year medical students are given space in one of these laboratories for their own work which they maintain for the entire academic year. Four small laboratories are interspersed between the six unit laboratories and provide space for large pieces of equipment used in conjunction with exercises conducted in the unit laboratories. Space is also provided for small laboratory projects. Two large multipurpose laboratories can accommodate over fifty students each for a large variety of teaching exercises. Other areas include demonstration and conference rooms and a microscopy laboratory for advanced courses offered during the third year.

In addition to providing services to the School of Medicine, the Central Teaching Facility provides resources for use throughout the year by allied health programs.

Manager: J. Edward King, M.A.; Assistant Manager: Carol G. Reilly, B.S.

Division of Audiovisual Education. The Division of Audiovisual Education serves the Medical Center by providing all types of audiovisual materials to assist the faculty. There are three subdivisions: the Medical Art Facility, the Medical Photography Facility, and the Central Television Facility.

The Medical Art Facility provides illustrations produced by various art methods and techniques. Services rendered are medical illustrations, schematic and mechanical drawings, diagrams, charts, graphs, designs, lettering, signs, casts, models, and exhibits, as well as other forms of illustrations.

The Medical Photography Facility is staffed and equipped to provide all photographs needed for the diagnosis and treatment of patients, for teaching, and for research. For example, photographers take pictures of patients, including such fine details as the patterns of vessels on the retinae or those of the skin as they are

revealed through infrared light. Standard sized slides, transparencies, and prints are produced as requested.

The Central Television Facility also provides services for teaching, research, and patient-care programs. A two-channel television link (ITFS) has been established between the Central Television Facility and the Durham V.A. Hospital. This link makes possible two-way, two-channel transmissions for use in educational programs. Motion pictures in color and with sound are also produced by this section. Audiotape services, projectionists, and projectors are provided.

During the past several years, through a contract with the Veterans Administration, a collection of audiovisual materials in videotape, 16mm., 8mm., and slide/tape formats have been produced. These materials are available for use through the Media Learning Laboratory in the Allied Health Education Building at the Durham V.A. Hospital.

Although no formal study programs in medical art, medical photography, and medical television are scheduled, individual training tailored to the needs of the students is available.

Director: Sam A. Agnello, A.B.

Duke Hospital. Duke Hospital, one of the largest private hospitals in the south, is part of the Medical Center and currently has 895 beds. The hospital directs its efforts toward the three goals of expert patient care, professional education, and service to the community. It offers patients modern comprehensive diagnostic and treatment facilities and special acute care and intensive nursing units for seriously ill patients. Ambulatory patients who need little nursing attention may be admitted to a minimal care unit. Surgical facilities include eighteen operating rooms in which surgeons perform more than 16,000 operative procedures annually. Approximately 1,800 babies are born each year in the delivery suite. Other special facilities for patients include a heart catheterization laboratory, hemodialysis unit, cancer research unit, pulmonary care unit, hyperbaric oxygenation chamber, and cardiac care unit.

The over 29,000 patients admitted annually have their choice of private, semi-private, or ward accommodations. Close working relationships with private and governmental health and welfare agencies provide opportunities for continued care of patients after they leave Duke Hospital.

Ambulatory services include the nonprivate outpatient clinics, private diagnostic clinics, the employee health service, and the emergency department, with annual total patient visits of over 400,000. The clinical faculty of the Duke University School of Medicine participate in undergraduate and graduate medical education and practice medicine in the hospital and in private diagnostic clinics.

Duke Hospital, with a house staff of approximately 579, is approved for internship and residency training by the Council on Medical Education and Hospitals of the American Medical Association and is fully accredited by the Joint Commission on Accreditation of Hospitals.

Veterans Administration Hospital. The Durham Veterans Administration Hospital, with 489 beds, annually admits over 7,000 patients. The hospital is within walking distance from the School of Medicine and has closely integrated teaching and training programs for medical students and house staff. These programs are provided by the full-time professional staff who are members of the faculty of Duke University School of Medicine.

Highland Hospital. Highland Hospital, in Asheville, North Carolina, is a 131-bed, private, nonprofit, psychiatric hospital. It was founded in 1904 by Dr. Robert S. Carroll, who donated the hospital in 1939 to the Duke University



Medical Center. In July, 1967, Highland Hospital was fully integrated into the Duke University Medical Center as a division of the Department of Psychiatry.

All full-time psychiatrists, psychologists, and social workers at Highland Hospital hold academic appointments in the Department of Psychiatry of the Duke University Medical Center. The faculty at Highland Hospital is active in teaching psychiatry, psychology, and psychiatric social work to medical students, psychiatric residents, student psychologists, student social workers, and physician's associate students. Members of the faculty may also be involved in psychiatric and psychological research as well. These academic endeavors, and a striving for excellence that accompanies them, provide a stimulating atmosphere for the best possible patient care.

Sea Level Hospital. Sea Level Hospital in Carteret County, North Carolina, became part of Duke University Medical Center in 1969 as a result of a gift by D. E. Taylor and family of West Palm Beach, Florida. The seventy-two-bed community hospital retains its professional and administrative staff, with representatives of the Medical Center serving in an advisory capacity. It provides an opportunity for medical students to obtain experience in the practice of medicine in a small community.

Lenox D. Baker North Carolina Crippled Children's Hospital. The Lenox D. Baker North Carolina Cerebral Palsy Hospital, with forty beds, is a residential rehabilitation center for children with neuromuscular and skeletal diseases, primarily cerebral palsy. Although it is a state institution, physicians on the faculty of the Duke University Medical Center conduct interdepartmental teaching and training programs for house staff, medical students, and the Cerebral Palsy Hospital staff.

Durham County General Hospital. Durham County General Hospital is a county owned, 483-bed, general, short-term care community facility serving the residents of Durham County. This institution participates in many of the medical and health-related professional training experiences.

Other Hospitals. Various cooperative teaching and training programs are available for medical and allied health professional students and house staff at other hospitals including McPherson Hospital in Durham, Asheville Veterans Administration Hospital in Buncombe County, Murdoch Center for Retarded Children and John Umstead Hospital in Butner, Dorothea Dix Hospital in Raleigh, and Cabarrus Memorial Hospital in Concord, North Carolina.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, or sex, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. It admits qualified students of any age, sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students.

Program Information





The Medical Curriculum

In recent years, analysis and appraisal of medical curricula have resulted in changes in many medical schools. Several factors have required these changes. Important among them are the increasing scope and complexity of medicine generally and the dissatisfaction with the sharp cleavage between basic science and clinical years. As a result of long study, the Duke University School of Medicine instituted a major revision of the curriculum, beginning with the class which entered in the fall of 1966.

The aims of the present curriculum are: (1) to provide a strong academic basis for a lifetime of growth within the profession of medicine, with the development of technical competence, proficiency, and the proper attitudes peculiar to the practice of medicine as well as an appreciation of the broader social and service responsibilities; (2) to establish for the first year a basic science program which will fulfill the purposes of the increasingly heterogeneous student body; (3) to offer both clinical and basic science education simultaneously; (4) to permit the student to explore personal intellectual preferences and capabilities; (5) to allow indepth study in selected areas, either clinical or basic science; (6) to provide greater freedom of course selection and thus to encourage earlier career decision; and (7) to achieve better integration of the medical school curriculum with residency training and the practice of medicine.

The curriculum, while offering a previously unattainable degree of flexibility to medical education and new opportunities for intellectual exploration, also makes heavy demands upon the student. It should be recognized that medical students at the Duke University School of Medicine are expected to maintain a consistent level of performance and to demonstrate qualities of initiative and dedication to their chosen profession. A scholarly attitude toward medicine that will continue throughout an entire career is an important objective of the Medical School. The foundations of this attitude to learning should accompany the student upon entering.

Students are expected to maintain at all times a professional attitude toward patients, to respect confidences, and to recognize that they are the recipients of privileged information only to be discussed within the context of scholarship and in circumstances that truly contribute to the educational process or to the care of the patient. This attitude involves consideration not only of speech and personal appearance but also of morality, honor, and integrity.

Doctor of Medicine Degree

The degree of Doctor of Medicine is awarded, upon approval by the faculty of Duke University, to those students who have completed the curriculum of the School of Medicine and have demonstrated their fitness to practice medicine by adherence to a high standard of ethical behavior and morality. Only those who have paid or made satisfactory arrangements to pay all indebtedness to the University will be awarded their degrees. Students are required to take, on a candidate basis, Part I of the National Board Examinations during either September or June following successful the completion of the first year.

Course Requirements—First Year. The student will study the principles of all the basic science disciplines. Rather than mastering an encyclopedic array of facts, the purpose will be to acquire familiarity with the major principles of each subject. An introduction to clinical medicine will be presented by the clinical services. The year will be divided into two terms of instruction, of eighteen weeks and twenty-three weeks, as follows:

Term 1	Credit
Gross Anatomy	3
Microanatomy	3
Neuroanatomy	2
Biochemistry	5
Physiology	5
Genetics	<u>1</u>
	19

Term 2	Credit
Pathology	5
Microbiology	5
Introduction to Clinical Diagnosis: Laboratory, Physical, and Radiologic Diagnosis	5
Pharmacology	4
Human Behavior	2
Community Health Sciences	2
Immunology	<u>1</u>
	24

Course Requirements—Second Year. The second year will provide an exposure to clinical science disciplines, which permit students early in their careers to become participants in the care of patients. The acquired appreciation of the problems of the clinical areas and the opportunities to recognize the applications of the basic sciences should lead to a more meaningful selection of courses for the subsequent two years. The second year will be divided into five terms of eight weeks each—medicine, obstetrics, pediatrics, psychiatry, and surgery.

Course Requirements—Third and Fourth Years. These two years will be made up of elective courses, selected by the student within requisite limitations. Each student will choose professional advisers from the preclinical and clinical faculties to assist in formulating the program for the third and fourth years. Half of the time must be devoted to basic science and half to clinical science. Completion of the Medical Research Training Program or one of the special study programs may fulfill the requirements for basic science.

The elective courses of study offered are described under each department. The wide selection affords an opportunity for students to design programs to best satisfy their needs, with guidance from their advisers.

As an alternative after completion of the second year, the student may enroll as a Ph.D. candidate in one of the basic sciences, earning this degree in two or three



years. Then, having completed three of the four years necessary for a Doctor of Medicine degree, the student may earn that degree by completing a fourth clinical year.

The third and fourth years will be divided into eight terms of eight weeks each. Certain courses as noted will be offered during two summer terms.

Promotion. The records of each student are reviewed periodically by promotion committees composed of the department chairmen. The Dean of Medical Education acts on the recommendations received from the promotion committees and may:

1. Promote students whose work is satisfactory;
2. Warn students whose work is less than satisfactory that they must improve their scholastic endeavor;
3. Place on probation students whose work is unsatisfactory;
4. Request the resignation of any student who is considered an unpromising candidate for the degree of Doctor of Medicine.

A student wishing to appeal a decision may do so to the Dean of Medical Education within two weeks of notification.

The Dean, with the advice of the Medical School Advisory Committee, reserves the right to require the withdrawal of any student at any time if, in the opinion of the majority of committee members, the student should not continue in the Medical School.

Combined Degree Programs

Medical Scientist Training Program. The Medical Scientist Training Program is designed for highly qualified students strongly motivated toward a career in medical sciences and academic medicine. It provides an opportunity to integrate graduate education in one of the sciences basic to medicine with the full clinical curriculum of the School of Medicine. The program requires, on the average, six to seven years of study and leads to both the M.D. and Ph.D. degrees. Although the special emphasis of this program is on basic medical science, the trainees, because of their education in clinical medicine, have a remarkable range of career opportunities open to them. Graduates of this program follow one of two broad paths. Some embark directly on careers in teaching and research in one of the basic medical sciences, while maintaining strong ties with clinical science as a result of their combined training. Others enter residency programs before pursuing investigative and teaching careers in clinical medicine, carrying with them strong academic backgrounds which allow them to conduct fundamental research with a foundation of superior training and experience in basic sciences.

Eligibility. Applicants must meet the admission requirements of both the Medical School as a candidate for the M.D. degree, and the Graduate School as a candidate for the Ph.D. degree. Most candidates apply for admission to the first year of the program, but applications are accepted from students who are in residence in the Medical School or Graduate School of Duke University. In addition to the minimum requirements for acceptance to the Medical School and the Graduate School, advanced course work in science and mathematics and prior research experience will count heavily in the selection of candidates.

Financial Support. Students admitted to the first year of the program will receive a traineeship award, consisting of a stipend and full tuition allowance, provided by a National Research Service Award from the National Institutes of Health. Currently the annual stipend, defined by NIH policy, is \$3,900, and financial support from that award can be furnished for up to six years, assuming normal progress.

The Training Program. This program has been designed to offer trainees great latitude in the selection of course material. Basic requirements are two academic years composed of the first basic science year and the second clinical science year of the curriculum for medical students at Duke University. Following completion of the second year, the trainee enters the graduate program to complete the requirements for the Ph.D. degree. One more academic year of elective clinical study is necessary to complete the requirements for the M.D. degree. Both degrees are awarded at the completion of this sequence. Minor variations in this schedule can be arranged if this is advantageous to the student's education.

Year 1—Core Basic Science Year. This year consists of courses in anatomy, biochemistry, genetics, microbiology, pathology, pharmacology, and physiology. An introduction to clinical methods concludes the first year. Students in the Medical Scientists Training Program work together throughout the first year, during which time they are encouraged to select their fields of graduate study. In the summer between the first and second years, trainees normally will be expected to begin the second year clinical rotations.

Year 2—Core Clinical Science Year. This year encompasses a comprehensive approach to medicine oriented to the patient as a whole. The year provides fundamental training in clinical medicine, with emphasis on the relationships between general biological processes, from conception through birth, development, and maturation to senescence and death, as well as individual clinical states. Special consideration is devoted to the pattern of developmental sequences and to



the changes in that pattern determined by genetic composition and the particular environment in which the patient lives.

During the second year, the trainee is taught primarily by teacher-investigators from the clinical departments. The core clinical year is divided into five terms of eight weeks each, encompassing medicine, obstetrics, pediatrics, psychiatry, and surgery. These may be taken in any sequence.

Years 3, 4, 5, (6)—The Graduate Years. During the third, fourth, and fifth and, if necessary, sixth year of the program, the trainee pursues graduate study to satisfy the requirements for the Ph.D. degree. These requirements include: (1) completion of necessary course work, (2) adequate performance in the preliminary examination, (3) original research suitable for a dissertation, and (4) successful defense of the thesis in the final examination. Detailed description of the other general requirements for the Ph.D. degree are stated in the *Bulletin of the Graduate School*.

The graduate curriculum of each trainee is developed in consultation with the director of graduate studies of the department in which the trainee elects to study and requires the approval of the Medical Scientist Training Program Committee. Since most of the ordering ideas and experimental techniques of all the medical sciences derive from mathematics and the physical sciences, it is essential to ensure that all students in the program have an adequate foundation in these subjects. Because of the close working relationship and geographical proximity of the departments of medical and physical sciences at Duke, the setting is unusually favorable for the achievement of that goal.

Descriptions of the graduate courses in the Departments of Anatomy, Pathology, Microbiology, Biochemistry, Genetics, Physiology, Pharmacology, Biomedical Engineering, and Computer Science are listed in the *Bulletin of the Graduate School*. Trainees are encouraged to select courses which relate to their developing individual interests rather than follow a prescribed curriculum applied

to all students in a given discipline. Such range, flexibility, and freedom are the essence of graduate education. The original research and dissertation of each trainee is supervised by a faculty adviser chosen by the trainee in consultation with the director of graduate studies in appropriate department. The faculty adviser is the chairman of the trainee's supervisory committee, which consists of at least three members from the major department. This committee generally administers the preliminary examination before the student commences original research and the final examination after the student completes the dissertation.

Final Year—An Elective Year in Clinical Science. In this year, which is entered only after completion of all requirements for the Ph.D. degree, a faculty adviser from the clinical discipline in which the student is most interested is assigned. The student and the adviser construct an individualized curriculum, which often places major emphasis on one clinical area and minor emphasis on other fields. One aim is the integration of research interests and clinical experience in such a way that the student's research competence will be facilitated; therefore, this year is planned with regard to the trainee's proposed career in research as well. This elective year provides further training in clinical medicine to complement the second or core clinical year, so that the trainee's total clinical experience is the same as that given in the regular clinical years of medical school (the third and fourth years in the majority of schools). It should be noted that since students in the program receive the M.D. degree upon completion of this final year, great care is taken by the faculty to ensure that students are competent and knowledgeable in current concepts of patient care. It is hoped that the final year will provide the student with an experience which is not repeated during the residency but will serve to complement later phases of training. Thus, future surgeons might be exposed to fields other than surgery, since they will receive intensive training in that discipline during their residency programs.

Application and Admission Procedure. The following guidelines should be observed by individuals applying to the Medical Scientist Training Program.

1. The application form for the Duke University School of Medicine should be completed and submitted as early as possible. Since acceptance into the Medical Scientist Training Program is contingent upon prior acceptance into the School of Medicine, all candidates are first considered to be applicants to the School of Medicine.
2. The application form for the Medical Scientist Training Program should be completed and submitted with the application to the School of Medicine. *To ensure full consideration by the Program Selection Committee, this application should be mailed no later than November 1.*
3. To facilitate review of this application, the Medical College Admission Test should be taken, if possible, in May of the year in which the application is submitted.
4. Only those applicants who are accepted for the program are requested to complete an application form for the Graduate School. The Graduate Record Examination is not required for this purpose.
5. Applicants are notified about acceptance into the program on or about February 15.

Additional information may be obtained by writing Henry Kamin, Ph.D., Associate Director, Medical Scientist Training Program, Department of Biochemistry, Duke University Medical Center, Durham, N.C. 27710.

The Medical Historian Program. The Medical Historian Program is conducted under the auspices of the School of Medicine and the Graduate School to train professional medical historians. A minimum of six years of graduate study is

required. Upon satisfactory completion of the program, the M.D. and Ph.D. degrees will be awarded. It is anticipated that graduates will undertake a minimum of one year of postgraduate medical training, following which their major effort will be in teaching and scholarly activities (in the field of the history of medicine), with minor clinical responsibilities.

The basic requirements are two academic years in the School of Medicine consisting of core basic sciences in the first year ending with the course *Introduction to Clinical Medicine*, and core clinical sciences during the second year, following which the student enters the Department of History in the Graduate School.

Candidates for the Ph.D. degree in history devote approximately two full years to the completion of their required courses, work in seminars, and in preparatory study for their preliminary or qualifying examinations. The actual length of time needed to earn the Ph.D. degree depends upon the number of years beyond this two-year period candidates find necessary for research and writing their dissertations. Candidates will pursue studies in the Department of History during the third and fourth academic years of the program. After that, the student does research and writes the dissertation in the history of medicine and then resumes requirements for the M.D. degree.

Application and Admissions Procedures. Applicants must meet the requirements for admission to the School of Medicine and the Graduate School in the Department of History. Candidates who have completed two years of medical school will also be considered. In addition to the minimum requirements established by the School of Medicine and the Graduate School, courses in history and in the history and philosophy of science will count heavily in the selection of candidates.

Applicants should complete and submit an application form to the Duke University School of Medicine. After preliminary screening, selected candidates will be requested to submit an application to the Graduate School for admission to the Department of History.

Additional information may be obtained by writing to the Director, Medical Historian Program, 206 East Duke Building, Duke University, Durham, N.C. 27708.

The Medicine and Public Policy Program. This program, which normally requires a maximum of five years to complete, is offered to meet the growing demand for persons who combine medical skills and training with a capacity for analytic public decision-making. It aims at training those persons with requisite talent to be leaders in the development and implementation of health policy at all levels of government. Such leadership might be provided as an elected or career public official, as a leader of medical professional organizations, or as a practicing physician or medical scholar active in public affairs.

Utilizing the faculty and resources of the School of Medicine and the Institute of Policy Sciences and Public Affairs, the program offers students a multidisciplinary education that aims at providing:

1. A complete course of study in basic medical sciences and clinical training in the practice of medicine identical in scope and rigor with the education received by students enrolled in the Doctor of Medicine program alone;
2. Familiarity with the organization and financing of health services, with particular focus on the economics and politics of health care;
3. An understanding of the political, bureaucratic, and social processes that define public problems and limit alternative approaches to their solutions;
4. A capacity for quantitative and logical methods of analysis useful in forecasting and appraising policy consequences and in evaluating existing policies;

5. An understanding of the uses and limitations of various analytic techniques and an awareness of the value considerations and ethical choices implicit in particular policy alternatives.

During the first two years at Duke, students enroll in the normal course of study in the School of Medicine. In the third year, course work shifts primarily to the Institute. In the fourth year, students do most of their work in the School of Medicine and complete a client-oriented study of a particular problem in health policy. During the fifth year, students complete their requirements in the School of Medicine, at the completion of which they receive both the M.D. and A.M. in public policy sciences degrees.

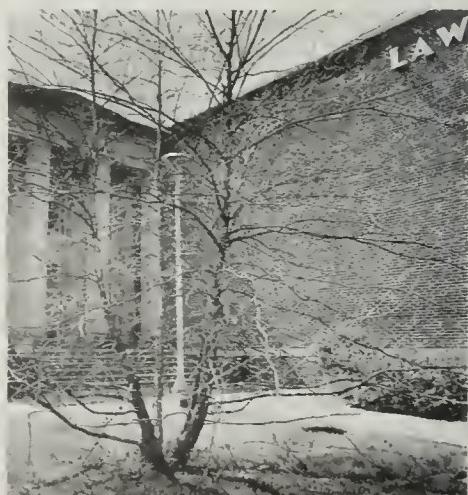
Admissions. Students may apply for admission to the program in medicine and policy sciences concurrent with application to the School of Medicine or during their first or second years.

Applications. Requests for applications and specific questions about the program should be addressed to the Director of Graduate Studies, Institute of Policy Sciences and Public Affairs, P.O. Box 4875, Duke Station, Durham, N.C. 27706.

The M.D.-J.D. Program. The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic study of the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

Objectives. The Duke M.D.-J.D. Program seeks to develop a professional who is well grounded both in law and medicine and who can function in areas of overlap between the two disciplines. Although the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program emphasizes legislative and regulatory developments concerning the practice of medicine, the role of law in structuring health care delivery systems and in defining the rights and responsibilities of the participants therein.

Specific matters which M.D.-J.D. graduates might address include rehabilitative problems in criminal law, the right to treatment of persons involuntarily hospitalized for mental disorders, developments in the regulation of the medical and allied health professions, governmental provision of health insurance for the aged and care for the indigent, the regulation of the drug industry, changing



attitudes on abortion and contraception, human experimentation, artificial organs and transplants, and genetic manipulation. These and other areas are undergoing rapid development in which new legal insights must be provided.

Career Opportunities. It is considered likely that most program graduates will take a medical internship before electing a career role as either a physician or a lawyer, using the alternate professional training as a useful adjunct in the specialty selected.

The program reflects the belief that promising career opportunities will be available to graduates, especially in governmental agencies and in universities. Students interested in this program should be cautioned that in the past the possession of the two degrees has not been an automatic key to professional success, and that as a result many knowledgeable persons may regard the M.D.-J.D. graduate with skepticism. Nevertheless, the need for this dual professional has only recently made itself clearly felt, and the kind of integrated study program being offered, with the emphases noted above, has not been available. The merits of the program and the prospects of its graduates must be judged in light of these developments.

Course of Study. The student in the M.D.-J.D. Program begins a six-year course of study in the School of Medicine. As in the regular M.D. Program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student may select courses in the Law School which are of special application to medical-legal interests. The sixth and final year is spent in elective clinical work in the Medical School tailored to the student's specialized needs. In addition, the student completes eighteen semester hours, or two summer sessions of elective basic science work.

Throughout the six-year program the student will have available the counsel of faculty members of the two schools to help in the selection of courses and in the definition of career objectives.

Eligibility. Applicants for the M.D.-J.D. Program must qualify for admission to both the School of Medicine and the School of Law. In addition, endorsement by the M.D.-J.D. Committee is required for participation in the program. Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. It is anticipated that enrollment will be limited, probably no more than three students will be accepted in any one year. Due to the closely integrated nature of the program, transfer students are not considered. Independent pursuit of separate degrees is recommended for those currently enrolled in M.D. or J.D. programs.

Financial Support. The regular loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out these funds and will support students in their applications. At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. Program.

Application Procedure. Application forms for the School of Law may be obtained by writing to the Dean, Duke University School of Law, Durham, North Carolina 27706. Applications for the School of Medicine may be obtained by writing to the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, North Carolina 27710. At the time of submitting applications to the respective schools, simultaneous application must also be made to the M.D.-J.D. Program by writing Robert J. Sullivan, Jr., M.D., Director, M.D.-J.D. Program, Box 2914, Duke

University Medical Center, Durham, North Carolina 27710. A one-page summary of reasons for seeking the combined degree must accompany this letter.

Following receipt of an applicant's letter and summary, the M.D.-J.D. Program Committee will review the applicant's files at the Medical and Law Schools. Eligible individuals will be requested to come to Duke University for an interview by the committee. Following review of the available information, committee endorsement will be conferred on the basis of motivation, demonstrated interest, and likely achievement in the fields relevant to the program's concerns. M.D.-J.D. Program endorsement will be included with a candidate's other credentials for consideration by the Admission Committees at the respective schools. Admission to both schools with committee endorsement will automatically qualify a student for participation in the program.

Individuals failing to receive endorsement by the M.D.-J.D. Program Committee will be assured their respective applications to the Schools of Law and Medicine will proceed independently and be judged by the normal admission procedures for each school. Admission to one or both schools may be achieved by the student and a course of training pursued independent from the combined program outlined in this *Bulletin*.

M.D.-J.D. Program Committee endorsement, although reserved for highly qualified individuals, will not automatically lead to admission to either professional school. Individuals receiving admission to only one of the professional schools, and not participating in the M.D.-J.D. Program, may still achieve similar career preparation through participation in the elective curriculum in the School of Medicine or through similar electives in the School of Law. Although a joint degree is not received, special skills can be developed and career opportunities realized through such alternate programs.

Deadlines. May—at the end of the junior year, the Medical College Admissions Test (MCAT). June—at the end of the junior year, the student takes the Law School Aptitude Test (LSAT). July—between the junior and senior years, the candidate writes to Law and Medical Schools for application forms. August—the student must complete the Medical School application and check the box indicating "M.D.-J.D. Program." The application must be submitted prior to the November 1 deadline. Simultaneously, the applicant must send a letter to the M.D.-J.D. Program Committee along with the one page summary of reasons for interest in a joint degree. September—the student completes the application form for the School of Law indicating interest in the M.D.-J.D. Program in the area designated *joint degree program*.

Because of the complexity of the admission procedure outlined above, candidates are urged to give early attention to appropriate deadlines for the aptitude tests and application forms. This will assure adequate time for consideration by the M.D.-J.D. Committee. Those failing to receive committee endorsement will be considered for admission to the individual professional schools as a regular applicant.

M.D.-M.H.A. Program. The purpose of this program is to prepare individuals planning to become physicians to be also qualified to assume leadership roles in the development and management of both existing and emerging health care delivery organizations. A principal advantage to this program is that the time required for completion is five years, instead of the six to seven years which would otherwise be required.

Students undertaking this program enter after the completion of their second year of medical studies. They then take the first three semesters of the basic M.H.A. curriculum. Following this work, they return full-time to the School of Medicine to complete their third and fourth years of medical studies. In the year



students return to the School of Medicine, they devote five hours each semester (fall and spring) to a set of four courses (Health Administration 322, 335, 346, and 348) in the Department of Health Administration. The Medical School will accept these four courses as fulfilling ten hours of the medical curriculum (as basic science electives). One or more courses in the School of Medicine also may be taken during the three semesters in the department, upon approval of the department. Upon satisfactory completion of all requirements, both degrees are awarded to the candidate.

This program includes 45 semester hours of graduate course credit in addition to the School of Medicine requirements.

Admissions Requirements. With approval from the School of Medicine, a medical student may apply to the Department of Health Administration for admission to this program at any time prior to the beginning of the third year of medical studies. Criteria of acceptance by the department are the same as for its other programs.

The M.D.-M.P.H. Program. Students enrolled in the School of Medicine, after satisfactory completion of the first two years of the regular curriculum, may request approval to seek a Master of Public Health degree at the University of North Carolina, Chapel Hill, or at another approved institution. The program is designed to train physicians in epidemiology, biostatistics, environmental sciences, and in planning, administering, and evaluating health care delivery systems. Upon receipt of the M.P.H. degree, students are awarded one half year (18 units) of elective credit toward the M.D. degree. This credit award, to be made by the Associate Dean for Graduate Medical Education, may be prorated between clinical

and basic elective units depending upon the course of study pursued by the student.

For additional information, interested students should contact the Chairman, Department of Community Health Sciences, Duke University School of Medicine, Durham, N.C. 27710.

Commencement. Graduation exercises are held once a year, in May, when degrees are conferred on, and diplomas are issued to, those who have completed requirements by the end of the spring semester. Those who complete degree requirements at the end of the fall semester or by the end of a summer term receive diplomas dated December 30 or September 1, respectively. There is a delay of about one month in the mailing of September and December diplomas because diplomas cannot be issued until they are approved by the Academic Council and the Board of Trustees.

Postgraduate Education

Residencies. Appointments are from July 1 through June 30 with few exceptions. Residents receive stipends, professional liability insurance, disability insurance, life insurance, uniforms, and laundry of uniforms.

Residencies offered with the chairman or chief of each service are as follows:

Anesthesiology.....	(Chm.) Merel H. Harmel, M.D.
Family Medicine.....	(Program Director) William Kane, M.D.
Internal Medicine	(Chm.) James B. Wyngaarden, M.D.
Dermatology.....	Gerald S. Lazarus, M.D.
Neurology	Stanley H. Appel, M.D.
Obstetrics and Gynecology	(Chm.) Roy T. Parker, M.D.
Ophthalmology	(Chm.) Joseph A. C. Wadsworth, M.D.
Pathology.....	(Chm.) Robert Jennings, M.D.
Pediatrics.....	(Chm.) Samuel L. Katz, M.D.
Pediatric Allergy	Susan C. Dees, M.D.
Pediatric Cardiology	Madison S. Spach, M.D.
Psychiatry.....	(Chm.) H. Keith H. Brodie, M.D.
Radiology.....	
Diagnostic Radiology	Herman Libshitz, M.D.
Nuclear Medicine	Jack K. Goodrich, M.D.
Therapeutic Radiology	Lowell Miller, M.D.
Surgery.....	(Chm.) David C. Sabiston, Jr., M.D.
General Surgery	William G. Shingleton, M.D.
Neurosurgery	Robert Wilkens, M.D.
Oral Surgery.....	Nicholas G. Georgiade, D.D.S., M.D.
Orthopaedic Surgery	J. Leonard Goldner, M.D.
Otalaryngology.....	William R. Hudson, M.D.
Plastic Surgery.....	(Chm.) Nicholas G. Georgiade, D.D.S., M.D.
Urology	James Glenn, M.D.

Duke University Medical Center is a participating member of the National Intern and Resident Matching Program, 2530 North Ridge Avenue, Evanston, Illinois, and all first-year applicants must register with this program. The hospital is a member of the American Hospital Association, and it is approved by the American Medical Association for internship and residency training and the Joint Commission of Accreditation of Hospitals.

Both men and women graduates of any Class A medical school are eligible for appointments. First year appointments are rarely available to graduates of medical schools outside the United States and Canada, but a limited number of residencies and research fellowships are available following certification by National Board of Medical Examiners (Part I and II). All foreign medical graduate trainees will be limited to a stay of two years by federal law. All applicants will be considered without regard to race, color, religion, sex, or national origin.

The Durham Veterans Administration Hospital adjoins the Duke University Campus and is operated under the supervision of the Vice President's Committee of the Duke University Medical Center. The full-time professional staff of the V.A. Hospital are all faculty members of the School of Medicine. All training programs are integrated with corresponding programs at the Duke University Medical Center, including rotation of house officers at each hospital.

All residents and clinical fellows are required to be licensed by the State of North Carolina. This may be accomplished by (1) a residency training license (fee \$10) that covers only training by Duke and is not convertible to a full North Carolina license or (2) a full North Carolina license (fee \$100) that is a complete medical license obtained either by State Boards or National Boards and is fully reciprocal with other states for full licenses. Duke Medical Center cannot make applications for house staff. Since house staff members should have the license before beginning duties, arrangements for the license should be made in advance. For additional licensure information, contact Bryant Paris, North Carolina State Board of Medical Examiners, 222 North Person Street, Raleigh, N.C. 27601.

Application forms and information for residents or fellowships may be obtained by writing the chairman of the appropriate department, Duke University Medical Center, Durham, N.C. 27710.

Continuing Medical Education. Numerous formal postgraduate courses are given throughout the entire year for physicians in general practice as well as in all specialties. Conferences and tutorial seminars are also available to any physician who desires to attend and participate. Physicians in practice may make arrangements for a period of one day or more for courses tailored to their particular interests. These personal contacts with senior faculty and residents, including patient examinations as well as follow-up care, provide in-house training experience.

The annual one-week course held in Atlantic Beach in mid-July continues to be one of the most well-attended programs in the region.

For additional information, please contact M. Henderson Rourk, Jr., M.D., Director, Continuing Education, Duke University School of Medicine, Durham, N.C. 27710.

Student Life





The University

Duke University, located in Durham, North Carolina, has an enrollment of 9,936 students from all fifty states and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, and the Schools of Business Administration, Divinity, Engineering, Forestry, Law, Medicine, and Nursing comprise the University.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina, which has easy access to the sea coast and mountains. It is one of the three cities bounding the Research Triangle Park where numerous private research laboratories and governmental agencies are located. Duke University is twenty-five miles from North Carolina State University in Raleigh and eight miles from the University of North Carolina at Chapel Hill.

Conduct of Students

Duke University expects and will require of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

All students are subject to the rules and regulations of the University which are currently in effect, or which, from time to time, are put into effect by the appropriate authorities of the University.

Any student, in accepting admission, indicates the willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations, or for conduct adjudged unsatisfactory or detrimental to the University.

Living Accommodations

Residence Hall Accommodations. Trent Drive Hall, located near the Duke Medical Center, houses 96 graduate and professional school students and 223 undergraduate students. All assignments are made on a first-apply, first-assigned basis.

The limited number of single rooms, located in the men's section, are usually reserved by previous occupants for the following academic year. Other rooms are equipped with the following for each student: a bed with innerspring mattress, chest with mirror, desk with chair, and book shelves.

Town House Apartments. Duke University operates Town House Apartments primarily for graduate and professional school students. Families and other groups are housed in individual apartments if the interests of the University are served. The setting of these apartments provides single graduate students with a comfortable, home-like atmosphere. Some of the thirty-two air-conditioned apartments are equipped for two students, and the remaining units are equipped for three students.

Central Campus Apartments. Duke University operates a 500-unit housing facility known as Central Campus Apartments. Completed in mid-1975, the complex provides basic housing for married graduate and professional school students, single undergraduate and graduate students, and single and married students in allied health programs. Assignments are made on a first-apply, first-assigned basis.

For single students, one-bedroom and two-bedroom apartments are fully furnished. The apartments for married students include a few furnished efficiencies and a number of one-, two-, and three-bedroom units in which the kitchen, living room, and first bedroom are basically furnished. These apartments are furnished and equipped in such a way as to provide economy and convenience to eligible married students while allowing for individuality.

Off-Campus Housing. The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental property because of the race, sex, creed, or nationality of a prospective tenant. These lists are available in the department only. Off-campus rental properties are not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Application Procedures. When students are informed of their acceptance to the Medical School, they will also receive a form on which to indicate preference for University housing. This form should be returned to the Medical School where it will be forwarded to the Department of Housing Management. Detailed information on the types of accommodations and application forms will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Manager of Apartments and Property, Department of Housing Management, Duke University, Durham, N.C. 27706.

Dining Facilities. The Medical Center cafeteria serves students and employees. Other dining facilities located near the Medical Center are in the Union Building, which has two cafeterias and the Oak Room, and in Trent Drive Hall which has a cafeteria and Gradel's, a deli/grill service. Gradel's is open from 9:30 a.m. to midnight. See the section on Dining Facilities in the chapter on Financial Information for approximate food costs.

Services Available

Student Personal Advisory Program. One important objective of Duke University School of Medicine is to promote an informal, cordial student-faculty relationship. All entering students are matched to advisers who share mutual interests. They will be available to the student throughout the undergraduate medical training. Advisers are assigned from a group of faculty members who have volunteered to serve in this capacity.

Student Health Service. In recognition of the unique health needs of medical students whose activities bring them into far greater contact with communicable disease than the average university student, a special health program for medical

students has been established. Each freshman will submit, prior to entry, the standard Duke History and Physical Examination form to be completed by a physician. This will include urinalysis and hemoglobin. During orientation week freshmen students will be given an appointment to report to the Student Health Services for baseline immunizations to include diphtheria-tetanus booster, polio booster, and IPPD tuberculin test. The IPPD will be repeated in the junior year. In the senior year each medical student will receive a complete physical examination including urinalysis, hemoglobin, IPPD, and smallpox vaccination. Chest X-rays will be done only on those who have positive tuberculin reactions. A special fee will be required of each medical student to cover the extra cost over the four-year period.

Students receive ambulant care at the Student Health Clinic during regular office hours.

The main components of the Health Service include the Student Health Clinic in the Marshall I. Pickens Rehabilitation Center, located at the corner of Trent Street and Erwin Road, and the Infirmary on the East Campus. For treatment of most illnesses or injuries, students should first contact the Student Health Clinic. Transportation may be made via the campus bus, or emergency transportation can be obtained from the Duke Campus Police or the Durham Ambulance Service.

The facilities of the Student Health Service Clinic are available during both regular and summer sessions to all currently enrolled full-time students attending classes at Duke. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until Graduation Day in the spring.

The resources of the Duke University Medical Center are available to all the Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

For emergency problems when the Student Health Clinic is not open, the emergency room at Duke University Medical Center is available.

The financial responsibility for expenses incurred in the emergency room rests with students or their parents, although it is anticipated that most, if not all, of these services will be covered under the Duke Student Accident and Sickness Insurance Policy. The Duke Student Accident and Sickness Insurance Policy will cover only true emergencies necessitating treatment at the Hospital Emergency Room. The Emergency Room Business Office will assist in filing claims under this and other health insurance policies.

The Student Health Program does not provide health care for spouses and dependent children of married students. There are provisions in the insurance plan, however, for coverage of the married student's family. Pre-existing conditions of dependent spouse and/or children are not covered.

Student Mental Health Service. The Student Mental Health Service is located in the Duke University Infirmary on East Campus. The service provides evaluation and brief counseling and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

Student Mental Health Service records are maintained separately and are not a part of any other record system, academic or medical. Contact with the service is strictly confidential.

The Duke Student Accident and Sickness Policy. The Duke Student Accident and Sickness Insurance Policy is available at a reasonable charge. The supplemental coverage provides coverage for hospitalization and major medical expenses. The policy is more fully described in a brochure sent through the Bursar's Office.

Vacations and Free Quarters. All students should take note that the Student Health Service does not provide care during quarters for which fees and tuition are not being paid.

The supplemental health insurance plan is designed to complement services normally available through the University Student Health Service in order that students may be protected at times when the service does not apply and for accidents and illnesses which it does not cover. This plan provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off the campus, at home, while traveling between home and school, and during interim vacation periods.

Information concerning the availability of additional health care may be obtained from the Student Health Service. These rules and regulations are those in effect at the time of publication of this *Bulletin*, but are subject to change at a later date.

Student and Professional Organizations

Alpha Omega Alpha. Alpha Omega Alpha Honorary Medical Fraternity was organized nationally in 1902 and the Duke Chapter (North Carolina Alpha) was chartered in 1931. The aims of this society are the promotion of scholarship and research in medical schools, the encouragement of high standards of character and conduct among students and graduates, and the recognition of high attainment in medical science, practice, and related fields. Students who have demonstrated leadership and academic promise of future achievement are elected. Membership is limited to no more than one sixth of any class and of these as many as one half may be elected in the junior year. Honorary membership in the fraternity, as well as honorary alumni and faculty membership, may also be conferred upon certain physicians who have distinguished themselves in the various areas of medical teaching, research, and practice.



Davison Society. All medical students are dues-paying members of the Davison Society which is governed by elected officers and class representatives comprising the Davison Council. The Davison Council functions as the official representative body for Duke medical students and as such nominates or elects students to serve on all appropriate Medical Center and University committees including: MedSAC, MEPAC, Admissions, Curriculum, Judiciary, Dean's Hour, Faculty-Chairman Search, Library, Human Experimentation, and several other committees.

Currently subcommittees of the Council are looking at the issues of curriculum evaluation; primary care at the Medical Center and in medical education at Duke; and communication to all students of the opportunities available for study away from the University such as externships and residencies.

Student representatives are appointed by the Davison Council to attend the annual meetings of the American Medical Student Association, North Carolina Medical Society, American Medical Association, Association of American Medical Colleges, the Southern Medical Association, and other meetings of importance to medical students. Students have been sponsored to attend the Congress on Medical Education, the AMA Congress on Medical Ethics, and the Student National Medical Association annual meetings.

Publications of the Davison Society include a weekly newsletter, *Shifting Dullness*, and a student directory. Socially, the society sponsors beer and pizza dinners with faculty and administrators, class parties, a picnic, a fall "Prom," the annual spring Medical School Show, and a round-robin tennis tournament with the faculty.

Other medical student groups recognized by, and in part funded by, the Davison Society include the Forum for Primary Care, the Student National Medical Association, the Sex Education Committee (which runs an elective course for nursing and medical students, an evening course for undergraduates, and gives courses in the local junior high schools), and the Edgemont Community Clinic (a free clinic run by medical, nursing, pharmacy, and other students from Duke and the University of North Carolina, Chapel Hill).

The Honor Code is also authorized and administered by the Davison Society.

The Engel Society. The Engel Society, established in 1966 as a memorial to Professor Frank L. Engel, is designed to promote intellectual and social interaction between students and faculty. Membership is limited to six junior students and six senior students who have demonstrated an inquisitive nature, humanitarian interests, and high scholastic ability. Four faculty members are selected annually by members of the society for three year terms. Six dinner meetings with guest speakers are held each year. Other students may be invited to participate.

Ganglion Society. The Ganglion Society (the Duke neuroscience society) seeks to promote interest in the neurosciences and to facilitate communication among individuals studying and working in this multidisciplinary field. To accomplish this, the society publishes *The Neurotransmitter*, a weekly bulletin of local events in the basic and clinical neurosciences. It also sponsors informal evening discussion sessions featuring visiting scientists and clinicians prominent in one or more areas of the neurosciences. Membership and participation in these activities is open to anyone with an interest in the neurosciences.

Duke University Medical Alumni Association. The Duke Medical Alumni Association currently consists of over 5,000 members including all graduates of the Medical School, past and present faculty, and all past and present house officers of Duke Hospital including those who are not Duke Medical School graduates. Associate membership is available to alumni of other Medical Center programs. A



quarterly newsletter is sent to all members each year. Around clusters of five-year classes, November reunions are held annually in Durham. Alumni groups have been organized in several states where luncheon and dinner meetings are held following the meetings of the American Medical Association, the American College of Physicians, the Southern Medical Association, the North Carolina Medical Society, the Medical Society of Virginia, the American Academy of Pediatrics, and several other departmental specialty society meetings.

Officers. President: William B. Waddell, M.D., 1962, Galax, Virginia; Secretary-Treasurer: Jay M. Arena, M.D., 1932, Durham, North Carolina.

Awards and Prizes

Davison Scholarship. The Davison Scholarship award, consisting of \$1,000, was formerly donated by the late Dean Wilburt C. Davison. The award is now supported by the Davison Club in the memory of Dean Davison and is awarded to enable a medical student to participate in a clinical science elective outside the United States. Any student may apply for the award. For consideration for the scholarship, the elective must be approved by the Study Away Committee.

Thomas Jefferson Award. This award, consisting of \$100, a certificate, and a book recognizes students who make outstanding contributions to the University or to fields which have not been traditionally confined to science and medicine.

Lange Medical Publications Awards. Two seniors selected by the Awards Committee for excellence in academic and service work are awarded four books published by the Lange Medical Publications. The books are selected by individual recipients.

The Joseph Eldridge Markee Memorial Award in Anatomy. This award, donated by the friends and family of the late Dr. J. E. Markee, James B. Duke Professor of Anatomy and Chairman of the Anatomy Department from 1943 to 1966, consists of a certificate, medallion, and cash award of \$200. It is presented by

the Department of Anatomy to the most outstanding student in anatomy during the first year in the Medical School.

C. V. Mosby Book Award. Four students are selected by the Awards Committee for active participation in service to the students, community, and medical school. The award is a Mosby book not to exceed \$30.

Trent Prize. An annual award of \$100 is given to a Duke medical student for the best essay on any topic in the history of medicine and allied sciences. Mary Trent Semans established this award in memory of the late Josiah C. Trent to encourage students to undertake independent work in the history of medicine and to utilize the resources of the Trent Collection.

Upjohn Award. The award consists of \$200 cash and a certificate and is presented to a Duke graduating senior for excellence in community health science projects and service to the community.

Sandoz Award. This award is given to the student who has done distinguished work in basic science research or clinical research. Students will be nominated for this award by departmental chairmen with whom their work has been done and voted upon by the Awards Committee. It consists of a plaque and a check for \$100 and is limited to one student.

Other Awards. Throughout the year, Duke Medical School receives notification of awards consisting of books, money, and/or plaques or medals to be awarded to students in a variety of fields at all medical schools on a national competitive basis selected by committees of the sponsoring organizations. These awards are screened by the Assistant Dean for Student Affairs who announces awards which are of interest to the Duke medical students. Since these are national competitions, they vary from year to year.

Admission





Admission Procedures

Good study habits, intelligence, character, and integrity are essential qualifications for admission. Beyond this, premedical students should strive for an education that develops abilities to observe critically, think analytically, and work independently. Though a knowledge of basic scientific principles should be secured, the competence with which premedical students conduct their undergraduate careers is of more importance than the specific subjects which they study.

Application for Admission. Application forms for the Duke University School of Medicine may be obtained by writing the Committee on Admissions, Box 3710, Duke University Medical Center, Durham, N.C. 27710. Prior to August 1, all requests for application materials will be assigned to a mailing list. The materials will be forwarded during the first week in August. The deadline for receipt of application requests is October 15, and the deadline for receipt of applications is November 1.

Requirements. Admission to the School of Medicine requires a minimum of ninety hours of approved college credit including one year of college English (consisting primarily of expository English composition), one year of inorganic chemistry, one year of organic chemistry, one year of physics, one year of biology and/or zoology, and one year of calculus. All science requirements must be completed not more than seven years prior to entrance.

The New Medical College Admission Test, administered by the American College Testing Programs and Services, P.O. Box 414, Iowa City, Iowa 52240, is required of all applicants. This test is given in April and October of each year at numerous colleges throughout the United States. Students should consult their premedical advisers and arrange to take this test in April of the year they plan to submit applications for admission.

Selection

The earliest date of notification of acceptance is November 15 for students entering the following August. Data on each candidate are carefully evaluated by the Committee on Admissions. If the distance is not too great, a personal interview will be conducted at Duke for those students with satisfactory credentials. Other candidates will be referred for personal interviews with regional representatives of the Admissions Committee. Those candidates who demonstrate the most promise for exceptional performance in their future practice of medicine are admitted on



the basis of merit without regard to race, color, religion, sex, or national origin and are notified as soon as possible whether or not they have been accepted. In order to ensure enrollment, accepted candidates must return a signed agreement and a \$50 deposit within three weeks after notification. Since admission is offered a considerable period in advance of matriculation, it is provisional upon the successful completion of remaining required premedical college courses.

Transfer

Applicants who have completed two years in many of the American and Canadian medical schools will be considered for transfer only as space permits. Such transfer students are required to complete the second and fourth years of the Duke curriculum.

A limited number of transfer students from foreign medical schools may be admitted each year. Such students should have completed their preclinical training and must complete Part I of the National Board Examination. If space permits, these students are admitted as members of the sophomore class and are rotated in the clinical departments. They are required to complete the junior and senior years, composed of electives in clinical and preclinical sciences. By attending two summer sessions, a transfer student from a foreign medical school can earn the M.D. degree from Duke University approximately two and one-half years after matriculation.

Transfer application materials must be requested between November 15 and February 1 of the year of anticipated transfer. The deadline for the receipt of completed applications is March 1 of the same year. Personal interviews will be arranged for those with satisfactory credentials. Transfers into the freshman or senior year are not permitted.

Advanced Placement

Advanced placement is offered to qualified freshman students on an optional basis for the following first semester courses: anatomy, biochemistry, genetics, and physiology. Students desiring consideration for advanced placement are required to take examinations in applicable subjects during the first week of medical school. Those who are granted and accept advanced placement for a specific course are not required to enroll in that course but will be responsible for arranging mutually satisfactory substitutions with the appropriate department chairman.

Students who have been awarded Ph.D. degrees in biomedical or preclinical sciences may apply for a three-year program to obtain their M.D. degrees. This program consists of the regular core basic science courses required of all freshman medical students, core clinical rotations during the second year, followed by senior class clinical electives.

Reapplication

Students who wish to apply for a second time should write to the Medical School Admissions Office requesting new application forms. Supporting documents will be transferred to the new application file. These documents will be kept on file for three years.

Enrolled students who have been dismissed from Duke Medical School may be considered for readmission only through reapplication to the Medical School Admissions Committee.

Summary

Three years of college work, twenty-five dollar (\$25) nonrefundable application fee, fifty dollar (\$50) deposit within three weeks of notification of acceptance, and the New Medical College Admission Test are required. The number of students in the 1977-1978 freshman class is 114.

Applications for admission must be received between August 1 and November 1, 1977. Students will be notified beginning November 15, 1977. Orientation begins August 25, 1978.

Roster of Regional Representatives of Admissions Committee

Alabama:	Birmingham, Ben V. Branscomb
Alaska:	Anchor Point, Milo H. Fritz; Sitka, J. Paul Lunas
Arizona:	Phoenix, Robert H. Barnes; Scottsdale, Boyd H. Metcalf
Arkansas:	Little Rock, Rosalind Smith Abernathy, E. Clinton Texter, Jr.
California:	Anaheim, George Hayter; Bakersfield, Victor S. Constantine; Berkeley, H.I. Harvey; Beverly Hills, Ben Kohn; La Jolla, William W. Blackburn; Los Angeles, Kenneth P. Ramming, Douglas F. Smiley; Menlo Park, Gustave Freeman; Palo Alto, James B. Golden; Redlands, Perry Dyke; Sacramento, William R. Nesbitt; San Bernardino, Irving E. Allen; San Diego, Barry B. Campbell, Donald J. Williams; San Francisco, Gert Brieger, John E. Cann, R. Gray Patton; San Mateo, Lester H. Margolis; Van Nuys, Earl W. Brian; West Los Angeles, James L. Scott
Canada:	Montreal, J. E. Gibbons; Toronto, John B. Armstrong
Colorado:	Denver, Ray Pryor, Fred W. Schoonmaker



Connecticut:

Hartford, William H. Glass; New Haven, Saul A. Frankel, Henry G. Magendantz,

Ned M. Shutkin

Washington, Linda E. Green

District of Columbia:

Boca Raton, Eugene L. Horger; Lakeland, John Verner, Jr.; Miami, Stanley J.

Florida:

Cannon, James J. Hutson; St. Petersburg, David S. Hubbell; Tampa, Richard G.

Connar, David H. Reynolds

Georgia:

Albany, Havner H. Parish, Jr.; Atlanta, Crawford F. Barnett, Jr., James C.

Crutcher

Germany:

Berlin, Otto H. Gauer

Hawaii:

Honolulu, Richard K. Blaisdell, James G. Harrison, Jr.; Kailua, Stanley Karansky

Idaho:

Boise, William L. Venning; Idaho Falls, Reid H. Anderson

Illinois: Chicago, James S. Arnold, George H. Gardner, Daniel J. Pachman, Joe L. Simpson; *Des Plaines*, Earl N. Solon; *Evanston*, Donald R. Mundie, Milton Weinberg, Jr.; *Geneva*, Charles A. Hanson; *Monmouth*, Kenneth E. Ambrose *Angola*, Norman W. Rausch; *Columbia City* John L. Vogel; *Indianapolis*, Norman H. Bell, John D. Graham

Indiana: *Davenport*, Alexander W. Boone, Jr.

Iowa: *Emporia*, Gould C. Garcia; *Salina*, Roy B. Coffey;

Kansas: *Lexington*, Kearns R. Thompson; *Louisville*, Billy Franklin Andrews, George Uhde

Louisiana: *New Orleans*, Richard M. Paddison

Maine: *Portland*, E. Charles Kunkle

Maryland: *Baltimore*, C. Edward Leach; *Towson*, William C. Battle

Massachusetts: *Boston*, Raymond D. Adams, James H. Currens, Ellison C. Pierce, Jr., James L. Tullis; *Brookline*, James H. Austin; *Newton*, Jonathan Freeman; *Springfield*, George A. Sotirion; *Woburn*, Paul Chervin

Michigan: *Ann Arbor*, George E. Bacon, Donald Rucknagel; *East Lansing*, Norbert Enzer; *Port Huron*, William T. Davison

Minnesota: *Minneapolis*, Lewis W. Wannamaker; *Rochester*, William M. O'Fallon, Richard E. Symmonds

Missouri: *Columbia*, John T. Logue; *St. Louis*, Thomas B. Ferguson, Roman L. Patrick

Nebraska: *Omaha*, Gayle H. Bickers, Helen Starke

New Hampshire: *Hanover*, George Margolis, R. J. Vanderlinde

New Jersey: *New Brunswick*, William E. McGough, Bernard A. Rineberg; *Piscataway*, R. Christopher Stucky

New Mexico: *Albuquerque*, Robert Proper; *Artesia*, C. Pardue Bunch

New York: *Albany*, Wallace N. Jensen; *Buffalo*, Oliver J. Bateman; *East Rockaway*, Vincent A. Joy; *Endicott*, Vincent Giordano; *Hornell*, Gordon C. Stenhouse; *Ithaca*, John G. Maines; *Lockport*, Frank H. Crosby; *New York*, William A. Gay, Jr., David S. Goldman, Eddie L. Hoover, Bruce Horten, Seymour R. Kaplan, Michael J. Lepore, Richard A. Ruskin, Leonard H. Schuyler, Robert A. Shimm, David N. Silvers, Nathan St. Amand, Melvin L. Thrash; *Pittsford*, Rufus S. Bynum; *Rochester*, David N. Broadbent; *Syracuse*, Alfred S. Berne, Herbert Lourie, James E. Sheehy

Ohio: *Cincinnati*, Murray B. Sheldon, Jr.; *Cleveland Heights*, Robert B. Kubek; *Columbus*, Robert J. Atwell, Charles A. Doan, Lucy R. Freedy, George W. Paulson, James V. Warren; *Dayton*, Stuart R. Ducker; *Elyria*, William L. Hassler; *Toledo*, George F. Alter

Oklahoma: *Muskogee*, Robert H. Gibbs

Oregon: *North Bend*, Clifford J. Schostal; *Portland*, Joseph F. Paquet

Pennsylvania: *Bethlehem*, Ralph K. Shields, James G. Whildin; *Bryn Mawr*, John V. Blady; *Camp Hill*, Alfred J. Sherman; *Doylestown*, Zachary A. Simpson; *Dunmore*, Louis C. Waller; *Harrisburg*, Earl S. Moyer; *Johnstown*, W. Frederick Mayer; *Philadelphia*, A. Brian Davis, Max W. Fischbach, Alfred M. Sellers; *Pittsburgh*, Richard A. Green, Jack D. Myers; *Williamsport*, William R. Brink

Puerto Rico: *Santurce*, Rafael Hernandes-Saldana

Rhode Island: *Providence*, Richard P. Sexton

South Carolina: *Charleston*, Edward Frost Parker; *Columbia*, Ben N. Miller, James M. Timmons; *Greenville*, Raymond C. Ramage

Tennessee: *Chattanooga*, Richard Van Fletcher; *Knoxville*, Alan Solomon; *Memphis*, William L. Byrne; *Nashville*, Walter G. Gobbel, Jr., Alexander C. McLeod, Greer Ricketson

Texas: *Austin*, Frank A. Morris, Jr.; *Dallas*, Reuben H. Adams, W. Crockett Chears, Jr., A. James Gill, William Shapiro; *Fort Worth*, Henry L. Burks; *Galveston*, R. H. Rigdon; *Houston*, Elizabeth B. Powell, H. Grant Taylor; *Midland*, Dorothy B. Wyvill; *San Antonio*, Royal M. Calder, Kenneth G. Gould, Jr.

Utah: *Salt Lake City*, C. Hilmon Castle, Andrew Deiss

Vermont: *Burlington*, Edward S. Horton

Virginia: *Richmond*, R. Lewis Wright; *Waynesboro*, Thomas L. Gorsuch

Washington: *Seattle*, Lois Hale Watts

Wisconsin: *La Crosse*, C. Norman Shealy; *Milwaukee*, Jack L. Teasley

Financial Information





Fees and Expenses

Tuition. The following table represents an estimate of a student's necessary expenses in the School of Medicine. The total of these figures suggests a basic minimum budget of approximately \$8,400. These are estimated figures only. Tuition and fees are subject to change without notice. Allowances for recreation, travel, clothing, and other miscellaneous items must be added to this estimate with allowances for individual needs and tastes.

Tuition	\$5,050.00*
Accident and Sickness Insurance (subject to change)	80.00
Instruments† (first year only)	265.00
Laboratory Fee (includes microscope rental, first year only)†	150.00
Laboratory coats	66.00
Annual cost of books: first year	335.00
Annual cost of books: second year	150.00
Annual cost of books: third and fourth year	200.00
Lodging (three students per three bedroom apartment—University housing)	1,104.00
Board (University Dining Halls): first and second year	1,212.00
Board (University Dining Halls): third and fourth year	1,090.00
Special Student Health Service‡ (first year only)	50.00
Basic Student Health Service‡	106.25
Student Government (Davison Society)‡	15.00
Motor Vehicle Registration	20.00

*For 1977-1978 the freshman and sophomore tuition will be \$5,050; for all others enrolled in the School of Medicine it is \$4,400.

†Sphygmomanometer, ophthalmoscope, otoscope, and other equipment required of each student must conform to rigid standards.

‡Mandatory fee. For details, please refer to Student Health Service.

There are four dates in each academic year when approximately one quarter of the total tuition becomes payable. These dates apply whether a student is in the first year (two semesters), or on eight-week terms. The dates for the 1977-1978 academic year are Friday, August 26, 1977; October 21, 1977; January 6, 1978; and March 3, 1978. An additional billing will be made to those who elect to attend the summer terms.

The Office of the Bursar will send bills as a reminder of the exact amount payable to the University. A late fee of \$10 will be assessed for any portion of the



tuition and other charges that remain unpaid and for which prior arrangements have not been made with the Bursar's Office. In the event of death, or involuntary withdrawal to enter the armed services, refunds will be made on a pro rata basis. In all other cases of withdrawal, students or their parents may elect to have tuition and room and board charges refunded or carried forward as a credit for later study, according to the following schedule:

1. Withdrawal before the beginning of classes: full refund.
2. Withdrawal during the first or second week of classes: 80 percent.
3. Withdrawal during the third, fourth, and fifth week of classes: 60 percent.
4. Withdrawal during the sixth: 20 percent.
5. No refunds after the sixth week.
6. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

No credit will be given for any term in which the tuition has not been paid, whether the work has been at Duke or elsewhere. A student is not eligible to attend classes or to make use of University facilities if in default on payment of funds to owed the University. Nonreceipt of a bill does not exonerate the student from payment or from assessment of late fees. It is not advisable for students to attempt outside work to defray their expenses during the academic year. Spouses of medical students desiring employment may secure information from the Duke University Personnel Office.

Debts. No records are released and no students are considered by the faculty as candidates for graduation until they have settled with the Bursar for all indebtedness. Failure to pay all University charges on or before the times specified by the University for that semester will bar the student from class attendance until the account is settled in full.

Living Accommodations

Housing Fees. The charge for each person in a double room for the academic year is \$520 in Trent Drive Hall. Single rooms are reserved for returning students.

For the academic year, 1976-1977, the residential fee for Town House Apartments is \$768 and \$884 for Duke Modular Homes. These fees are per person for the academic year on the basis of three students to an apartment. Utility charges are not included in these fees. Cost of the utilities, except water, will be shared by occupants in these apartments.

Housing fees are subject to change prior to the 1977-1978 academic year. A \$50 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the Manager of Apartments and Property. Refunds on housing fees will be made in accordance with the University's established schedules.

Dining Facilities. If a student eats all meals on the Duke University campuses, the cost of food for the calendar year will average approximately \$1,200 to \$1,450, depending on the individual. Prices are the same in each of the University-operated dining facilities.

Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Medicine must be registered at the Medical Center Traffic Office, 314 Bell Building, within five days after operation on the campus begins, and thereafter must display the proper registration decal.

All students must pay an annual fee of \$20 for each four-wheeled motor vehicle and \$10 for each motorbike or motor scooter registered. Bicycles are registered free of charge at the Public Safety Department, 2010 Campus Drive.

To register a vehicle, the student must present a valid state registration for each vehicle registered and a valid state operator's license.

Parking, traffic, and safety regulations will be given each student at the time of registration of the vehicle(s). Students are expected to abide by these regulations.

Financial Aid

The Duke University School of Medicine makes financial assistance available to accepted students who, due to economic circumstances, could not otherwise attend the University. The school recognizes, however, the responsibility of the individual and the family to provide funds to achieve the objective of a medical education. Thus, the school does not consider that parents have discharged the full financial obligation for the continuing education of their sons or daughters upon the latter's completion of the undergraduate degree.

Financial assistance is available in a combined form of scholarships and loans, and all awards are made on the basis of demonstrated need.

Financial Assistance to Incoming Freshmen. When the medical school applicant receives a letter of acceptance into Duke University School of Medicine, a financial aid application is included if the student has indicated an interest in assistance on the application for admission. The economic circumstances of the applicant have no bearing on whether the applicant is accepted into the Medical School.

The student requesting financial aid is expected to work during the summer preceding entrance into medical school and to save part of these earnings to defray a portion of the first-year expenses.

The student's need must be established before an award can be made. The Office of Financial Aid, therefore, requires the Duke University application for

financial aid and computation from the GAPSFAS application. Copies of federal income tax returns may be required as part of the financial aid application.

Applications for aid received in the fall will be reviewed in December, and applicants will be informed of decisions in late December. Applications received after December will be processed as received.

The first unit of financial need is expected to be met with a federally (or state) insured guaranteed student loan.

Financial Assistance to Upperclassmen. Annual reapplication is required of all scholarship and loan recipients. Upperclassmen seeking financial assistance for the first time should consult with the Coordinator of Financial Aid.

Scholarships. Income is available from the following endowed scholarship funds:

Germain Bernard Scholarship, established in 1959 by the B. C. Remedy Company.

Thomas C. Bost Scholarship, established in 1965 by a gift from Dr. Thomas C. Bost, supplemented by subsequent gifts.

James L. Clark Memorial Scholarship, established in 1965 by a gift from Mr. and Mrs. Marvin D. Clark and supplemented by gifts from other donors.

C. T. Council Scholarship, established in 1959 by the B. C. Remedy Company.

William F. Franck Memorial Scholarship, established in 1958 by gift from William F. Franck, Jr. '39, and supplemented by additional gifts.

H. B. and Adelaide F. Ingle Medical Scholarship, established in 1976 by gift from Mr. and Mrs. Harry B. Ingle.

B. Everett Jordan Scholarship, established in 1974 by the late Senator B. Everett Jordan and his widow, Katherine Jordan.

Dr. John Haden Lane Memorial Scholarship, established in 1968 by gift from Edward H. Lane Foundation.

James Cecil McGehee Memorial Medical Scholarship, established in 1975 by gift from C. G. McGehee, Jr.

Medical Alumni Scholarship, established in 1974 by Duke Medical Alumni.

Medical School Faculty Wives Scholarship, established in 1968 by a gift from the Medical School faculty wives whose source of funds is proceeds from the Nearly New Shoppe.

Physical Medicine Scholarship, established in 1963 by gift from Central Carolina Convalescent Hospital, Inc., Greensboro, North Carolina.

Francis and Elizabeth Swett Scholarship, established in 1966 by gift from the late Dr. and Mrs. Swett.

Dr. Hillary M. Wilder Memorial Scholarship, established in 1962 by bequest from Celeste Wilder Blake and Kenneth M. Blake.

Sue Eggleston Woodward Memorial Scholarship, established in 1966 by gifts from parents, relatives, and friends.

Other annual scholarships available to students are Avalon Scholarships, Virginia H. Baxter Memorial Scholarship, Mary Duke Biddle Scholarships, Duke Hospital Medical Auxiliary Scholarships, Duke University School of Medicine Scholarships, State of North Carolina (tuition remission up to \$1,500), Slane Family Scholarship, and Sigmund Sternberger Scholarships.

Loans. University loans are available under the specific restrictions of the loan funds and are awarded on the basis of financial need. Some of them are: W. K. Kellogg Foundation Loan Fund, Seaborn L. Hardman Loan Fund, Medical Freshman Tuition Loan, Scott Loan Fund, and Charles W. Banner Loan Fund.

The Robert Wood Johnson Foundation Student Aid Program provides loans under specific restrictions for medical students. Demonstrated need is required.

U.S. Health Professions loans are available to United States citizens on the basis of demonstrated financial need.

The Frances and Elizabeth Swett Loan Fund is an emergency loan available in small amounts to any medical student on a no-interest basis for a short period of time.

Federally Insured Guaranteed Student Loans are available to full-time students at Duke University which is an approved lender.

Aid for North Carolina Residents. Board of Governors Medical Scholarships provide full tuition and required fees, plus \$4,000 annual stipend, to financially disadvantaged residents of North Carolina who intend to practice medicine in the state. Selection is made by a Board of Governors Selection Committee from nominations submitted by the Duke University School of Medicine. Continuation of the program is dependent upon funding from the General Assembly.

North Carolina Educational Loan Program. The Division of Facility Services, Department of Human Resources, provides \$4,000 annually to North Carolina residents in return for a commitment to practice upon completion of training. The loan is not need-based and is forgiven upon practice in an area of this state which has a shortage of physicians.

Additional information may be obtained by writing Nell Andrews, Coordinator of Financial Aid, Duke University Medical Center, Durham, N.C. 27710.

Courses of Instruction





Anatomy

Professor: J. David Robertson, M.D. (Harvard, 1945), Ph.D. (Massachusetts Inst. of Tech., 1952), *Chairman.*

Professors: Montrose J. Moses, Ph.D. (Columbia, 1949); Talmage L. Peele, M.D. (Duke, 1934).

Associate Professors: Matthew Cartmill, Ph.D. (Chicago, 1970); Sheila J. Counce, Ph.D. (Edinburgh, 1954); Kenneth L. Duke, Ph.D. (Duke, 1940); Harold P. Erickson, Ph.D. (Johns Hopkins, 1968); William C. Hall, Ph.D. (Duke, 1967); William L. Hylander, D.D.S., (Illinois, 1963), Ph.D. (Chicago, 1972); William Longley, Ph.D. (London, 1963); Michael K. Reedy, M.D. (Washington, 1962).

Assistant Professors: Mark R. Adelman, Ph.D. (Chicago, 1969); Frank H. Bassett III, M.D. (Louisville, 1957); Joseph M. Corless, M.D., Ph.D. (Duke, 1972); William H. Fletcher, Ph.D. (California at Berkeley, 1971); Kurt E. Johnson, Ph.D. (Yale, 1970); Richard F. Kay, Ph.D. (Yale, 1973); M. Stephen Mahaley, Jr., M.D., Ph.D. (Duke, 1959); Timothy L. Strickler, Ph.D. (Chicago, 1973); E. Lee Tyrey, Ph.D. (Illinois, 1969).

Assistant Medical Research Professors: Hie Ping Beall, Ph.D. (Tulane, 1967); M. Joseph Costello, Ph.D. (Duke, 1971).

Adjunct Assistant Professors: Jan A. Bergeron, V.M.D. (Pennsylvania, 1966).

Associates: Arthur C. Chandler, Jr., M.D. (Duke, 1959); Jane S. Richardson, M.A. (Harvard, 1966).

Lecturer: Irving T. Diamond, Ph.D. (Chicago, 1953).

Senior Research Associate: Juan A. Vergara, M.D.

Research Associates: Janet A. Hall, M.S.; David N. Jacobson, Ph.D.; Alan Magid, Ph.D.; Guido A. Zampighi, D.D.S.; Terry Ashley, Ph.D.; Carl Skeen, Ph.D.

Required Courses

During Term 1, first-year students are required to take Gross Anatomy (ANA-200), Microanatomy (ANA-201), and Neuroanatomy (ANA-202). All instruction is designed to be informal and individualized. The general principles and functional viewpoint of living anatomy are emphasized and, whenever possible, fresh tissues and living cells are used.

ANA-200. Gross Anatomy. Students dissect the entire human body except the brain. Formal classroom lectures relate structures of the human body to their developmental and phylogenetic antecedents and the clinical significance of anatomical facts. Informal lectures are presented to small groups. Filmed lectures and prosections are available to students for laboratory and library study.

ANA-201. Microanatomy. Students are introduced to the histology, cytology, and cell biology of the major tissues of the human body. This will include an introduction to light and electron microscopy. X-ray diffraction and polarization optics as applied to structural organization in various tissues and organs. Biochem-

*An asterisk placed after the course number indicates that the course is also offered in the Graduate School.

ical, biophysical, and genetic cytology, as well as muscle and membrane structure, will be presented in detail.

ANA-202. Neuroanatomy. Neuroanatomy and neurophysiology are taught concurrently to correlate these fields. Patients will be presented by faculty members in clinical neurology and neurosurgery. The major portion of the course is organized by systems, e.g., sensory, visual, auditory, olfactory, and motor including cerebellar, autonomic, hypothalamic, and limbic mechanisms.

Electives

ANA-206(B). Anatomy of Back and Extremities. Complete dissection of back and extremities, including pectoral and pelvic girdles. Visual aids will be used extensively. Course planned for orthopaedics, general practice, or neurosurgery. Terms: 3 or Summer Term I. Weight: 3. *Bassett and Guest Lecturers*

ANA-208(B).^{*} Anatomy of the Trunk. Emphasis will be on the anatomy of the thoracic, abdominal and pelvic organs, including relationships, blood supply and innervations, and, where practical, developmental and microscopic anatomy. The dissections will be supplemented with audiovisual presentations and discussions and with such prosections as are available. Term: 3. Weight: 2. *Duke*

ANA-215(B).^{*} Contractile Processes. Cellular and molecular bases of activity in cilia and skeletal, cardiac and smooth muscle; submicroscopic structure and behavior of muscle; electrical and ionic properties of muscle membranes; the problem of electro-mechanical coupling; mechanics and thermodynamics of muscular contraction; biochemical energetics of contraction; modern methods and problems in contractility research. Also listed as PHS-216(B).^{*} Terms: 1 and 2. Weight: 3. *Reedy, Jöbsis, Johnson, and Anderson*

ANA-216(B). Anatomy of the Head and Neck. This course is designed to be a review of the head and neck, emphasizing its phylogenetic and ontogenetic development along with clinically important features of the anatomy of this region. Term: Summer Term II. Weight: 2. *Strickler*

ANA-217(B).^{*} Structure and Function of Visual Photoreceptors. A detailed study of available structural, biochemical, spectroscopic, and physiological data from retinal photoreceptors. Emphasis on molecular structure of vertebrate photoreceptor membranes, effects of bleaching on rhodopsin molecules, and initiation of neural information after photon absorption. Format to combine lectures, seminars, and demonstrations. Terms: 1 and 2. Weight: 3. *Corless and Yamanashi*

ANA-224(B). Tutorial in Gross Anatomy. A detailed review of selected regions of the human body in the context of the core gross anatomy sequence. Student will plan, with staff, prosections, special presentations, etc. Students will elect to study one or more selected region in consultation with the staff. Terms: 1 and/or 2. Weight: 1-5. *Strickler and Staff*

ANA-254(B).^{*} Cellular Endocrinology In a series of combined lectures and discussions, the cellular and subcellular organization of each endocrine tissue will be presented. Particular emphasis will be placed on how the structure of the cell is related to its function. This course should allow a small group of students to become thoroughly familiar with classic and current thoughts on the cellular basis of endocrine function. Terms: 3 and 4. Weight: 3-4. *Fletcher*

ANA-256(B). Surgical Neuroanatomy. This course will utilize gross brain and spinal cord specimens, the skull, and blackboard diagrams to correlate neurosurgical diseases with functional areas of the nervous system. Terms: 1, 2, 3 or 4. Weight: 1. *Mahaley*

ANA-260(B). Developmental Systemic Anatomy. A survey of all major systems or concentration on selected ones will be presented, depending on interests of students. Dated rat embryos, supplemented by primate material, will be used to follow the development of organ systems. Term: 3. Weight: 3. Duke

ANA-280(B).* Structure and Assembly of Macromolecules. Lectures and conferences on the structure of biological macromolecules and on the mechanisms of assembly of organized macromolecular aggregates such as are found in cellular organelles and viruses. Emphasis on the results of electron microscopy, X-ray diffraction, and optical analysis. (Spring 1977, and alternate years thereafter.) Terms: 3 and 4. Weight: 3. Longley and Erickson

ANA-286(B).* The Light Microscope, the Electron Microscope, and X-ray Diffraction in Biology. Lectures and laboratories on methods of ultrastructure research. Fundamentals of optics; the light microscope, phase, polarizing, and interference microscopy. Basics of electron microscopy, staining, sectioning, and replication techniques. Optical and computer image processing. Introduction to X-ray diffraction theory and apparatus in structure determination. Terms: 3 and 4, 1978; alternates with ANA-280(B).* Weight: 4. Longley, Erickson, and Reedy

ANA-291(B).* Special Topics in Nerve Ultrastructure. Each student will choose a special topic (e.g. ultrastructure of synapses, organs of special sense, myelin, motor end plates, nerve membranes, etc.) Each student will pursue the chosen topic in the library during the first half of the semester with guidance from the instructor and prepare a detailed paper. The second half of the semester will be devoted to seminar presentations and discussions of the selected topics. Terms: 1 and 2. Weight: 2. Robertson

ANA-340(B).* Tutorial in Advanced Anatomy. Selected topics will be chosen for intensive reading and discussion. Topics may be chosen related to basic problems of cytology, growth and development, biophysics, endocrinological control, neuroanatomy, physiological differentiation and evolutionary origins of functional microsystems. Every term. Weight: 1-3 per term. Anatomy Faculty

ANA-354(B).* Research Techniques in Anatomy. A preceptorial course in various research methods in anatomy. An interested student might engage in research in physical anthropology, molecular and cell biology, developmental biology, fetal physiology, or stereotactic approaches to neuroendocrinology and neuroanatomy. Recent advances in methodology are stressed. Approval of the student by the faculty is required. Every term. Weight: 4-8. Anatomy Faculty

ANA-390(B). Anatomy of the Fetus. The chief objective will be to complete a dissection of the human fetus. Emphasis will be placed on comparing fetal and adult anatomical systems and relationships. Term: 4. Weight: 2. Duke

ANA-411(B).* Molecular and Cellular Bases of Development and Differentiation. Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle, and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1-2. Weight: 3 and 4. McCarty, Counce, Kaufman, and Padilla

ANA-414(B). The Human Embryo. The first eight weeks of development are considered in detail, including fertilization, implantation, formation, and function of embryonic membranes and placenta, and establishment of major organ systems. Emphasis is placed on distinctive features of human embryogenesis, and on causes, identification, and treatment of congenital defects. Term: 3. Weight: 2. *Counce*

ANA-418(B).^{*} Reproductive Biology. An indepth study of male and female reproductive processes including neuroendocrine, pituitary, and gonadal control mechanisms as well as the physiology of pregnancy and parturition. The basic lecture material in each section of the course is followed by seminar presentations by students and guest clinical faculty with emphasis on the interface between basic and clinical aspects. Also listed as PHS-418(B).^{*} Terms: 3 and 4. Weight: 2. *Anderson, Schomberg, and Tyrey*

Anesthesiology

Professor: Merel H. Harmel, M.D. (Johns Hopkins, 1943) *Chairman.*

Professors: Peter B. Bennett, Ph.D. (Southampton, England, 1964); David A. Davis, M.D. (Vanderbilt, 1941); Sara J. Dent, M.D. (Med. Coll. of South Carolina, 1945); Kenneth D. Hall, M.D. (Duke, 1953); Joannes H. Karis, M.D. (State Univ. of Utrecht, Holland, 1952); Lloyd F. Redick M.D. (Ohio State, 1958); Vartan Vartanian, M.D. (Clug Univ. Med. School, Rumania, 1951).

Associate Professors: William J. Murray, M.D. (North Carolina at Chapel Hill, 1962); Ingeborg H. Talton, M.D. (Frankfurt/Main, 1951), Ph.D. (Geissen, 1952); Bruno J. Urban, M.D. (Albertus Magnus, Germany, 1960).

Associate Clinical Professor: M. Bourgeois-Gavardin, M.D. (Univ. of Paris, 1954; Duke, 1955).

Assistant Professors: J. Howard Brown, M.D. (Boston Univ. 1967); Donald Hooper, M.D. (Jefferson, 1960); John A. Jarrell, Jr., M.D. (Johns Hopkins, 1949); Fritz F. Klein, Ph.D. (Duke, 1973); Charles F. Lanning, M.D. (Kansas, 1969); John N. Miller, M.D. (Univ. of Sydney, 1963); Stanley J. Rosenberg, M.D. (Michigan, 1968).



Assistant Clinical Professors: Patrick J. Breen, M.D. (Royal Coll. of Surgeons, Ireland, 1959); Luther C. Hollandsworth, M.D. (Bowman Gray, 1951).

Clinical Associate: Joseph Huang, M.D. (National Taiwan Univ., 1949).

Electives

ANE-250(C). Clinical Acute Respiratory Physiology. Work in Anesthesiology Blood Gas Laboratory learning theory and practice of oxygen electrode, carbon dioxide electrode and pH meter and ancillary techniques, and in Recovery Room and Acute Care Unit. Study of ventilator problems. Terms: 1, 3, and Summer Term I. Weight: 2. *Hall, Lanning, Brown, Miller, Mr. Anderson, and Mr. Hoover*

ANE-252(C). Clinical Anesthesiology II. Introduction to theory and practice of cardiopulmonary resuscitation, diagnostic and therapeutic nerve blocks, and clinical surgical anesthesia. Students will review physiology and pharmacology of anesthesia and perform general and regional anesthesia. They will assist in post anesthetic respiratory care. Course may be tailored to individual student's interests. Every term. Weight: 2-8. *Harmel and Staff*

ANE-253(C). Anesthesiology Research. Course teaches techniques utilized in clinical and laboratory research in anesthesiology. In collaboration with the faculty, the student will work on a research project related to the physiology and pharmacology of anesthetics. A wide range of facilities including the hyperbaric chamber is available for the measurement of respiratory and circulatory parameters, both in animals and in man. Every term. Weight: 8. *Bennett and Staff*

Biochemistry

James B. Duke Professor Robert L. Hill, Ph.D. (Kansas, 1954), *Chairman*.

Professors: Professor Emeritus Mary L. C. Bernheim, Ph.D. (Cambridge, England, 1928); Irwin Fridovich, Ph.D. (Duke, 1955); Samson R. Gross, Ph.D. (Columbia, 1953); Walter R. Guild, Ph.D. (Yale, 1951); James B. Duke Professor Philip Handler,* Ph.D. (Illinois, 1939); Jerome S. Harris, M.D. (Harvard, 1933); Henry Kamin, Ph.D. (Duke, 1948); Norman Kirshner, Ph.D. (Pennsylvania State, 1952); Kenneth S. McCarty, Ph.D. (Columbia, 1957); K. V. Rajagopalan, Ph.D. (Univ. of Madras, 1957); James B. Duke Professor Charles Tanford, Ph.D. (Princeton, 1947); Robert Webster, Ph.D. (Duke, 1965).

Associate Professors: Ronald C. Greene, Ph.D. (California Inst. of Tech., 1954); Bernard Kaufman, Ph.D. (Indiana, 1961); Sung-Hou Kim, Ph.D. (Pittsburgh, 1966); William S. Lynn, Jr., M.D. (Columbia, 1946); Jacqueline A. Reynolds, Ph.D. (Washington Univ., 1963); David C. Richardson, Ph.D. (Massachusetts Inst. of Tech., 1967); Harvey J. Sage, Ph.D. (Yale, 1958); Lewis Siegel, Ph.D. (Johns Hopkins, 1965); J. Bolling Sullivan, Ph.D. (Texas, 1966).

Assistant Professors: Robert M. Bell, Ph.D. (California, 1970); Robert L. Habig, Ph.D. (Purdue, 1966); Edward Holmes, M.D. (Pennsylvania, 1967); Nicholas Kredich, M.D. (Michigan, 1962); Robert Lefkowitz, M.D. (Columbia, 1966); Patrick A. McKee, M.D. (Oklahoma, 1962); Paul Modrich, Ph.D. (Stanford, 1973); Robert W. Wheat, Ph.D. (Washington, 1955).

Assistant Medical Research Professor: Celia Bonaventura, Ph.D. (Texas, 1968); Joseph Bonaventura, Ph.D. (Texas, 1968).

Adjunct Assistant Professor: Per-Otto Hagen, F.H.W.C. (Watt Univ. Scotland, 1961).

Associates: John Bittikofer, Ph.D. (Purdue, 1971); Yasuhiko Nozaki, Ph.D. (Univ. of Tokyo, 1945).

Research Associates: Edward Baptist, Ph.D.; Dianne Bell, Ph.D.; John Bell, Ph.D.; Karl Beem, Ph.D.; Sambhunath Bhattacharyya, Ph.D.; Larry Britton, Ph.D.; William Dean, Ph.D.; Meir Fischer, Ph.D.; James Fraites, Ph.D.; Larry Fretto, Ph.D.; Lee A. Goscin, Ph.D.; H. Moustafa Hassan, Ph.D.; David Hastings, Ph.D.; Kay Hodgson, Ph.D.; Stephen R. Holbrook, Ph.D.; Michael Holroyde, Ph.D.; James Johnson, Ph.D.; Jean Johnson, Ph.D.; Richard F. Jones, Ph.D.; Jack Lancaster, Ph.D.; Freeman Ledbetter, Ph.D.; Lee Limbird, Ph.D.; Robert Lynch, M.D.; Hara Misra, Ph.D.; Chhabirani Mukherjee, Ph.D.; Sakti Mukherjee, Ph.D.; James Paulson, Ph.D.; R. Premakumar, Ph.D.; S. D. Ravindranath, Ph.D.; Ellen C. Robinson, Ph.D.; Mary C. Rose, Ph.D.; Saura C. Sahu, Ph.D.; Marvin Salin, Ph.D.; Daniel Scullin, M.D.; David Seybert, Ph.D.; James M. Sodetz, Ph.D.; Mary Ellen Switzer, Ph.D.; Stephen R. Turner, Ph.D.; Ronald W. Warrant, Ph.D.; Terry Lee Wilson, Ph.D.; Dennis Winge, Ph.D.

*On leave of absence.

Required Courses

BCH-200—the core course given to all freshman medical students during a period of eighteen weeks in the first term—emphasizes the relationship between structure and function of the major classes of macromolecules in living systems including proteins, carbohydrates, lipids, and nucleic acids. The metabolic inter-relationships and control mechanisms are discussed as well as the biochemical basis of human diseases.

BCH-204—the required course in genetics for all first-year students—is given during fourteen weeks of the first term. The course emphasizes fundamental properties of the gene in relation to mutation, recombination, selection, replication, transcription, and translation, as well as the organization and structure of chromosomes. Human and medical genetics are emphasized to provide basic concepts necessary for understanding the origin and consequences of genetic variability. Approximately two-thirds of the lectures illustrate basic genetic problems.

With the staff's approval, some students with extensive formal training in genetics may be given the option of presenting a paper instead of taking examinations.

Electives

BCH-216(B).* **Molecular Genetics.** Genetic mechanisms and their relationship to nucleic acids and their synthesis. (Listed also in the *Graduate School Bulletin* as Genetics 216). Terms: 3 and 4. Weight: 4. *Guild and Others of the University Program in Genetics*

BCH-222(B).* **The Structure of Biological Macromolecules.** Introduction to the techniques of structure determination by X-ray crystallography and study of some macromolecules whose three-dimensional structures have been determined at high resolution. Terms: 3 and 4. Weight: 2. *Richardson and Kim*

BCH-234(B). Metabolic-Genetic Disease Seminar. Diseases of metabolism studied in detail with an emphasis on human genetics and inborn errors of metabolism. Format includes staff lectures, student seminars, patient presentations, textbook and literature reading. The group will be small enough to permit maximal personal interaction, particularly between students and faculty. Term: 3. Weight: 3. *Kredich, Gross, Hill, and Holmes*

BCH-276(B).* **Comparative and Evolutionary Biochemistry.** Lectures and discussion of the origin of life, evolution of the genetic code, mutation and protein polymorphism, natural selection and protein structure, and comparison of homologous proteins and nucleic acids. Laboratory work involves the purification and characterization of homologous proteins from fish and invertebrates. Techniques used include salt fractionation, electrophoresis, ion-exchange and molecular exclusion chromatography, fingerprinting, molecular weight determination, amino acid composition, and other related approaches. Terms: July-August; Summer Term II. Weight: 6 per 5 weeks. *Sullivan*

BCH-282(B).* **Experimental Genetics.** A series of laboratory exercises and discussions on the molecular mechanisms of mutation, recombination, replication, transcription, and translation of the genetic material. Terms: 3 and 4. Weight: 2. *Webster and Others of the University Program*

BCH-286(B).* **Current Topics in Immunochemistry.** This course deals with the structure-function specificity of antibodies. Immunogenicity and tolerance are discussed, with special emphasis on current theories of the diversity and synthesis of antibody molecules. Terms: 3 and 4. Weight: 2. *Sage*

BCH-288(B).* **The Carbohydrates and Lipids of Biological Systems.** The subjects will be considered in the following two general categories: (1) The relationship between structure and function; particularly, (a) cell surface carbohydrates as antigenic determinants and their relationship to viral and carcinogen transformation, (b) connective tissue mucopolysaccharides, (c) structural features of lipids and phase transitions. (2) Biosynthesis and catabolism. Terms: 3 and 4. Weight: 2. *Kaufman*

BCH-290(B).* **Bioenergetics.** Biological mechanisms of transduction of energy (covalent, ionic, photonic, and electric) will be considered, using photosynthetic, oxidative, phosphorylative, and glycolytic systems as examples. Since many of the above processes occur in membranous systems, the role and function of membranes in these processes will also be considered. Terms: 3 and 4. Weight: 2. *Lynn*

BCH-291(B).* **Physical Biochemistry.** Principles of thermodynamics, hydrodynamics, spectroscopy, and X-ray diffraction and scattering are applied to biological systems. Biological molecules and macromolecules in both soluble and crystalline states are discussed. Terms: 1 and 2. Weight: 3. *Tanford, Reynolds, Richardson, and Kim*

BCH-292(B).* **Proteins and Enzymes.** Topics in protein chemistry including purification techniques, determination of primary structure, group specific modification and structure-function correlations. Mechanisms of action of enzymes, including the chemistry of non-protein cofactors. Terms: 3 and 4. Weight: 4. *Fridovich, Rajagopalan, and Hill*

BCH-296(B).* **Biological Oxidations.** A lecture, conference, and seminar course which deals with the mechanism of electron transport and energy conservation in a variety of oxidative enzymes. These mechanisms will be examined both in purified enzymes and in organized systems such as the mitochondrion, the endoplasmic reticulum, and the chloroplast. Terms: 3 and 4. Weight: 2. *Kamin, Fridovich, Rajagopalan, and Siegel*

BCH-297(B).* **Intermediary Metabolism.** The synthesis and degradation of carbohydrates, lipids, nitrogenous compounds will be discussed in detail with emphasis on energy transformation and regulation of metabolic pathways. Terms: 1 and 2. Weight: 3. *Kirshner, Siegel, Bell, and Greene*

BCH-299(B).* **Nutrition.** This course will examine the experimental basis for the identification and quantitation of requirements for calories, macronutrients, and micronutrients (vitamins and minerals). It will deal with the biochemistry of nutrition, with the assessment of nutriture, and with the biological effects of deficiency or excess of nutrients. This course will seek to define optimal nutriture and will search for the factual bases (if they exist) for commonly held beliefs on the nutrition of individuals and populations. The course will consist of informal lectures and, if possible, student seminars. Term: 2. Weight: 2. *Kamin*

BCH-302(B).* **Neurochemistry.** Biochemical aspects of structure and function of nerves, specialized aspects of carbohydrates, lipids, proteins, myelin, neurotubules, neurofilaments, transmitters, receptors, and nerve-muscle relationships. Terms: 3 and 4. Weight: 3. *Kirshner, Appel, Kaufman, Lefkowitz, and Vanaman*

BCH-351(B).* **Genetics Seminar.** Required of all students specializing in genetics. Terms: 1 and 2. Weight: 1. *Gross and Others of the University Program in Genetics*

BCH-352(B).* **Genetics Seminar.** Required of all students specializing in genetics. Terms: 3 and 4. Weight: 1. *Gross and Others of the University Program in Genetics*

BCH-355(B).* **Research in Genetics.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-356(B).* **Research in Genetics.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4, or Summer Term II. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-357(B).* **Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 1 and 2. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-358(B).* **Research in Biochemistry.** In a limited number of cases, a student will be permitted to participate in the research program of a faculty member. Acceptance is by individual arrangement with the proposed faculty preceptor. Terms: 3 and 4, or Summer Term II. Weight: 1-8 per term. *Biochemistry Faculty*

BCH-360(B). Clinical Chemistry Laboratory. Medical students may participate in the program of the Clinical Chemistry Laboratory on a tutorial basis. Students must receive the permission of the instructor. Terms: 1, 2, 3, or 4. Weight: 4. *Habig*

BCH-411(B).* **Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

Community Health Sciences

Professor: E. Harvey Estes, Jr., M.D. (Emory, 1947), Chairman.

Professors: Thomas E. Frothingham, M.D. (Harvard, 1951); Clark C. Havighurst, J.D. (Northwestern, 1958); Siegfried H. Heyden, M.D. (Univ. of Berlin, Germany, 1951); Eva J. Salber, M.D. (Cape Town, South Africa, 1955); Harmon L. Smith, Ph.D. (Duke, 1962); Max A. Woodbury, Ph.D. (Michigan, 1948).

Associate Professors: Arthur C. Christakos, M.D. (South Carolina, 1955); Paul B. Ginsburg, Ph.D. (Harvard, 1971); William E. Hammond, Ph.D. (Duke, 1967); Thomas T. Thompson, M.D. (Virginia, 1964).

Assistant Professors: Collin F. Baker, Jr., M.D. (Vanderbilt, 1943); James A. Bobula, Ph.D. (Ohio State, 1972); Reginald D. Carter, Ph.D. (Bowman Gray, 1970); William P. Cleveland, Ph.D. (Wisconsin, 1972); David C. Deubner, M.D. (Rochester, 1971); Allen R. Dyer, M.D. (Duke, 1972); Stephen H. Gehlbach, M.D. (Western Reserve, 1968); Daniel T. Gianturco, M.D. (Buffalo, 1960); Seymour Grufferman, M.D. (State Univ. of New York, Upstate Med. Ctr., 1964); Michael A. Hamilton, M.D. (Rochester, 1964); John P. Hansen, M.D. (Wisconsin, 1969); Carol C. Hogue, Ph.D. (North Carolina at Chapel Hill, 1974); Frederick R. Jelovsek, M.D. (Michigan, 1969); William J. Kane, M.D. (Temple, 1969); Sue Y. Kimm, M.D. (Yale, 1964); Kerry L. Lee, Ph.D. (North Carolina at Chapel Hill, 1974); Gerard J. Musante, Ph.D. (Tennessee, 1971); Lawrence E. Myers, Ph.D. (California at Berkeley, 1972); Dorothy E. Naumann, M.D. (Syracuse, 1940); Donald D. Neish, M.D. (Temple, 1958); John B. Nowlin, M.D. (Duke, 1959); George R. Parkerson, M.D. (Duke, 1953); Malcolm Henderson Rourk, Jr., M.D. (Pennsylvania, 1963); Jesse D. Samuels, M.D. (Duke, 1967); Marvin A. Schilder, C.D.P. (Baruch School



of Business, 1964); Woodall Stopford, M.D. (Harvard, 1969); Robert J. Sullivan, Jr., M.D., Vice Chairman (Cornell, 1966); Ramon Velez, M.D. (New York Univ., 1970); William E. Wilkinson, Ph.D. (North Carolina at Chapel Hill, 1968); Ruby L. Wilson, B.S.N. Ed. (Pittsburgh School of Nursing, 1954).

Associates: Marilyn Bentov, Ed.D. (Harvard, 1973); Shirley E. Callahan, M.P.H. (North Carolina at Chapel Hill, 1958); Ron W. Davis, Ed.D. (Columbia, 1952); Elizabeth M. DiCarlo, M.P.H. (North Carolina at Chapel Hill, 1973); Sandra B. Greene, M.S.P.H. (North Carolina at Chapel Hill, 1972); Lynn C. Hartwig, M.A. (North Carolina at Chapel Hill, 1972); Albert E. Hathaway, M.D. (Hahnemann, 1945); David P. Hunter, M.P.H. (Pittsburgh, 1970); John E. Hurn, Ed.D. (Oklahoma State, 1975); Ethel J. Jackson, M.P.H. (North Carolina at Chapel Hill, 1974); James R. Kelly, M.D. (Duke, 1970); Allan J. Lester, M.B., Ch.B. (Otago, New Zealand, 1970); Diana E. McGrath, Ph.D. (Pennsylvania, 1974); John J. McQuerry, B.S. (North Carolina Central, 1973); Nancy R. Mendell, Ph.D. (North Carolina at Chapel Hill, 1972); Ann L. Moore, M.D. (Columbia, 1972); James T. Moore, M.D. (Columbia, 1971); Sigrid J. Nelius, M.D. (Ludwig Maximillian, Germany, 1949); Josephine E. Newell, M.D. (Maryland, 1949); James R. O'Rourke, M.D. (Kentucky, 1966); Robert A. Rosati, M.D. (Duke, 1967); Beverly K. Rosen, M.S.W. (North Carolina at Chapel Hill, 1974); Catherine M. Severns, R.N.P. (Yale, 1971); Nancy R. Shaw, J.D. (Duke, 1973); Gregory V. Solovieff, M.D. (Duke, 1973); Paul S. Toth, R.P.A. (Duke, 1968).

Visiting Associates: Charles A. Rogerson, M.B., B.Ch. (Cambridge, 1949); Godfrey D. Ripley, M.B., B.S. (London, 1953).

Associate Clinical Professors: Barbara S. Hulka, M.D. (Columbia, 1959), Chapel Hill, N.C.; Donald S. Miller, M.D. (Harvard, 1962), Durham, N.C.; F. M. Simmons Patterson, M.D. (Pennsylvania, 1939), Greenville, N.C.

Assistant Clinical Professors: Philip A. Anderson, M.D. (Michigan, 1972), Fayetteville, N.C.; Robert L. Bauer, M.D. (Temple, 1946), Nags Head, N.C.; H. Dean Belk, M.D. (South Carolina, 1960), Winston Salem, N.C.; Henry J. Carr, Jr., M.D. (Duke, 1954), Clinton, N.C.; Lawrence M. Cutchin, M.D. (North Carolina at Chapel Hill, 1962), Tarboro, N.C.; Wilton R. Drake, Jr., M.D. (North Carolina at Chapel Hill, 1972), Henderson, N.C.; Thomas L. Dulin, M.D. (Duke, 1957), Matthews, N.C.; Julian M. Dutera, Jr., M.D. (Duke, 1968), La Grange, Ga.; Ashton T. Griffin, M.D. (Duke, 1958), Goldsboro, N.C.; Lyndon K. Jordan, M.D. (Duke, 1961), Smithfield, N.C.; Elam S. Kurtz, M.D. (Western Reserve, 1955), Lansing, N.C.; Philip Naumoff, M.D. (Duke, 1937), Charlotte, N.C.; Glenn C. Newman, M.D. (Duke, 1939), Clinton, N.C.; James G. Nuckolls, M.D. (Duke, 1966), Galax, Va.; Amos T. Pagter, Jr., M.D. (Duke, 1955), Tryon, N.C.; Evelyn D. Schmidt, M.D. (Duke, 1951), Durham, N.C.; Robert H. Shackelford, M.D. (Bowman Gray, 1947), Mount Olive, N.C.; Hal M. Stuart, M.D. (Bowman Gray, 1956), Elkin, N.C.; George R. Tucker, Jr., M.D. (North Carolina at Chapel Hill, 1955), Henderson, N.C.; W. Beverly Tucker, M.D. (North Carolina at Chapel Hill, 1966), Henderson, N.C.; Millard W. Wester, Jr., M.D. (Duke, 1952), Henderson, N.C.; George T. Wolff, M.D. (Jefferson, 1952), Greensboro, N.C.

Clinical Associates: Lawrence M. Alexander, M.D. (Duke, 1952), Sanford, N.C.; James T. Best, M.D. (North Carolina at Chapel Hill, 1968), Sea Level, N.C.; Robert S. Cline, M.D. (North Carolina at Chapel Hill, 1957), Sanford, N.C.; Frank P. Dalton, M.D. (Duke, 1960), Durham, N.C.; Daniel Gottovi, M.D. (Rochester, 1965), Wilmington, N.C.; Walter L. Holton, M.D. (Duke, 1973), Manteo, N.C.; Paul O. Howard, M.D. (Virginia, 1955), Sanford, N.C.; John R. Kindell, M.D. (Virginia, 1955), Sea Level, N.C.; John P. Stratton, M.D. (Harvard, 1961), Durham, N.C.

Adjunct Assistant Professors: Thomas R. Howerton, A.B. (Duke, 1946), Durham, N.C.

Adjunct Associates: Clarence E. McCauley, M.H.A. (Med. Coll. of Virginia, 1963), Durham, N.C.; Richard L. Myers, M.H.A. (Duke, 1967), Durham, N.C.

Instructor: Joyce Nichols, R.P.A. (Duke, 1970).

Research Associates: Linda L. Brogan, M.S. (Purdue, 1970); Jonathan Clive, Ph.D. (Yale, 1973); E. Edgar Cockrell III, M.S.P.H. (North Carolina at Chapel Hill, 1975); Linda J. Davis, B.A. (North Carolina at Greensboro, 1967); Michael Helms, B.S. (North Carolina at Chapel Hill, 1971); Randolph L. Lambe, Ph.D. (North Carolina at Chapel Hill, 1974); Donald C. McCaskill, R.P.A. (Duke, 1972); Lawrence H. Muhlbaier, A.B. (Duke, 1971); Belinda R. Novik, B.A. (Michigan State, 1972); David C. Riese, M.S. (Boston, 1973); James M. Schmidt, B.H.S. (Duke, 1974); Cornelia B. Service, B.A. (Duke, 1953); Frederick G. Spears, R.P.A. (Duke, 1972); Valerie Staples, R.P.A. (Bowman Gray, 1973); William T. Vaughan, B.S. (North Carolina at Chapel Hill, 1972); Robert L. Walton, M.S.W. (North Carolina at Chapel Hill, 1969); Laurie Wilson, B.H.S. (Duke, 1976).

Required Course

CHS-200—required as part of the Introduction to Clinical Medicine at the end of the first year—consists of lectures and discussions presented by faculty and guests to introduce students to the health care system. The problems and structure as well as economic, sociological, and ethical characteristics are emphasized. New techniques for improving access to and distribution of medical care are also discussed. Principles and methods of biostatistics and epidemiology are taught using illustrative material from the medical literature.

Electives

CHS-208(B).† Medical Uses of Computers. An introductory course on applications of computers in clinical medicine. Special emphasis is given to various methods of collecting data from patients and making such data available for computer analysis. Working computer applications in several medical environments will be considered as examples, including visits to these units. The student will, in addition to the above, be taught the principles of computer programming through an exposure to a higher level computer language. Experience will include the writing of simple computer programs and hands on experience with computers and computer input and output devices. Terms: 1 and 2. Weight: 3. *Hammond and Rosati*

CHS-212(B).† Application of the Systems Approach in Medical Practice. A series of two-hour seminars to discuss and highlight the value of the systems approach in improving the quality of medical care in various health care settings. Topics to be discussed include collection of data for functional analysis of medical practice, analysis of the quality of care, analysis of manpower and computer innovations, and cost-benefit analysis. Students will apply the discussion material to a specific area of interest in medical practice, collecting and analyzing their own data. Suggested reading list will be provided. Terms: 1 and 2. Weight: 2. *Schilder*

CHS-215(B).† Biostatistics in the Medical Sciences. Statistical principles and methods and their use in the health sciences, with particular emphasis on methods applicable to the design and analysis of epidemiologic studies. Topics covered include: point estimation, confidence intervals and tests of statistical significance for rates and ratios as measures of disease risk; life-table analysis; variable selection techniques; multivariate models for disease risk. Term: 2. Weight: 2. *Wilkinson and Myers*

CHS-225(B).† Digital Computers and Their Application in the Health Sciences. For students desiring an intensive exposure to medical computer applications. The flexible format of the course permits a variety of projects in computer medicine. Examples include projects in interactive patient interviewing; computer-aided instruction; patient/physician education; data collection, organization, retrieval, display, and analysis; and physician-assist programs. Every term. Weight: 1-8. *Hammond*

CHS-227(B).† Medicine in America. The historical development of medical science, the medical profession, and patterns of medical care in the United States. Included will be such topics as sanitary reform, the physicians' standing in society, medical education, medical organizations, and poverty and medicine. Terms: 3 or 4. Weight: 1. *Estes and Staff*

CHS-229(B).† The Development of Modern Medicine. Comprising lectures, discussion, and readings, this course will outline the general history of medicine and will then emphasize the evolution and acceptance of some of the key ideas of modern medicine such as the cell theory, the germ theory, antisepsis, and theories of immunity. The focus will be on the nineteenth and early twentieth centuries. Terms: 1 or 2. Weight: 1. *Estes and Staff*

CHS-231(B).† Medical Care Insurance. A seminar to cover the history of health insurance in the U.S. and selected European countries; compulsory versus voluntary insurance; advantages and disadvantages of major specific programs;

†For further information, contact the Associate Dean for Graduate Medical Education.

interests of the consumer, the provider, and the insuring agency; attitudes and role of "organized medicine;" trends in health insurance (HMOs, PSROs, HSAs, etc.) Terms: 2, 4, or Summer Term II. Weight: 1. *Goldwater*

CHS-233(B).† Occupational Medicine. (Formerly Medicine and Industry). Student participation in projects being conducted in the Division of Occupational Medicine. Background material will be presented covering history of occupational (industrial) medicine, labor legislation, workmen's compensation and the Occupational Safety and Health Act (OSHA) of 1970. Clinical and epidemiological aspects of occupational diseases will be included, with emphasis on industrial hygiene and toxicology. Organization and administration of employee health programs will also be considered, with visits to representative establishments as part of the experience. Typical projects include such matters as evaluation of chemical exposures in the work environment, reactions of humans to chemical stress, medical evaluation of suspected cases of occupational disease. Terms: 2, 3, 4, or Summer Term II. Weight: 6. *Goldwater and Stopford*

CHS-238(B).† Tutorial in Community Health Sciences. An eight week, individually arranged experience in which the student participates in the research program of a faculty member. The subject matter, course weight, and meeting time will be arranged with the faculty member. Each student will meet regularly with the faculty preceptor and will carry out a project related to the preceptor's work. Through these discussions and project, the student will be able to develop an understanding of the discipline involved. Possible areas include management sciences, economic aspects of health care, computer technology, biostatistics, and epidemiology. Because of the variety of projects available and the necessity of prior arrangements, it is essential that interested students consult with the instructor or staff at least one month before the beginning of the term elected. Every term. Weight: 1-8 per term. *Estes and Staff*

CHS-240(B).† Epidemiology: Principles and Methods. This will be an intensive course in epidemiology with emphasis on principles and methods. Topics covered will include the study of the distribution of diseases in populations and issues in study design, data collection, and methods of analysis. Modules on the subjects of case-control studies, cohort studies, cross-sectional studies, clinical trials, and intervention studies will be presented. Additionally, methods for assessing and dealing with bias, misclassification, and confounding will be introduced. Lectures will be supplemented by outside reading, seminars, and student presentations. Text: MacMahon and Pugh, *Epidemiology, Principles, and Methods*. Term: 2. Weight: 2. *Gruffman, Deubner, Gehlbach, and Sullivan*

CHS-242(B).† Nutrition Epidemiology. Nutrition epidemiology may be defined as the study of the role of the nutrition factor in the *causal web* of illness patterns of human populations. The purpose of this course is to offer an opportunity for a systematic review of population approaches to nutrition studies. Currently, most nutrition courses offered are primarily concerned with studies using *in vitro* laboratory techniques, animal models, or individual human subjects, with minimal emphasis on human population groups in their natural environments. In the course, an emphasis will be placed on methods available for chronic disease epidemiologic research since most nutritional disorders in man are basically chronic. Particular attention will be directed to principles of research design and critical analyses of selected studies. It is hoped that at the completion of the course, the student will be prepared to design and conduct population-based studies of human nutrition. Terms: 3 and 4. Weight: 1-2. *Sue Y.S. Kimm*

CHS-271(B). Computers in Medical Research. This course is for students desiring to participate in the application of computers and mathematical models of

disease and intervention. Examples range from reconstruction of three-dimensional images from X-ray absorption data, assessment of reliability and validity of judgments from acquired and processed images to principles of experimental design in sequential trials. Students may supplement this course with additional research experience if they desire. Every term. Weight: 2. *Woodbury*

CHS-217X(C).† Community Health in Georgia. An experience in applied community health sciences in Claxton, Georgia; epidemiology of cardio- and cerebrovascular disease—Evans County Study (started in 1960, now in its fourteenth year). Development of research projects depending on the special interest of the student leading to papers for publication. Room and board, mileage will be paid by the Evans County Health Dept. Term: Summer Term II. Weight: 9. *Heyden and Hames (General Practitioner, Director of the Evans County Study)*

CHS-219(C).† Tutorial in Clinical Epidemiology. Selected topics will be chosen for reading and discussion. Major emphasis is on cardiovascular and cerebrovascular chronic-degenerative diseases, major neoplastic diseases, and industrial cancer screening. Terms: 3 or 4. Weight: 2. *Heyden*

CHS-221(C).† The Computer Textbook of Medicine. Students will participate in the writing and updating of the computer textbook of medicine. Information contained in the initial chapter of ischemic heart disease will be used to assist in the management of patients on the cardiology service. Every term. Weight: 2 and 4. *Rosati and Starmer*

CHS-239(C). Community Medical Care Experience. An experience will be arranged for each student under the supervision of competent physicians in their own clinics. In addition to delegated clinical responsibilities, a portion of the time will be spent in discussion of features which make that particular clinical environment similar to, or distinct from, other types of clinical experience. A wide variety of geographic locations and practice types are available. Among these are family practice clinics in Sanford, Smithfield, Mount Olive, Lansing; primary care internist clinics in Clinton, Sylva, and Macon, Georgia; a small hospital in Sea Level; and a neighborhood comprehensive care clinic in Durham. In some locations accommodations are available for spouses. Because of the variety of available settings and the necessity for prior arrangements, it is essential that interested students contact the instructor or staff as soon as possible, and at least one month prior to the desired term. Every term. Weight: 4-9. *Estes and Staff*

CHS-241(C).† Models of Ambulatory Care Delivery: Urban and Rural. A tutorial in which the first term discussion will focus on existing models of ambulatory care and the methods of community diagnosis using Durham as an example. Each student will select a topic for concentration such as primary care, consumer participation, determinants of utilization of medical services, health planning, neighborhood health centers, family practice, or health services in England. In the second term tutorials will be of a practical nature and/or emphasize field work. Students will choose one of three areas of work: (a) survey research methods for determining the structure, characteristics, and health care needs of a specific population in a rural section of Durham County or questionnaire construction and study designed around a relevant community problem; (b) consumer participation in health care planning; or (c) the use of audiovisual techniques in promoting better communication between providers and consumers of health services. Term: 1 and 2. Weight: 1-3. *Salber and Staff of the Department of Community Health Sciences*

CHS-243(C).† Ambulatory Clinics. A tutorial in which the following topics are discussed—group practice, prepayment versus fee for service plans, screening

clinics, use of ancillary health manpower, automated medical records, accounting procedures and ambulatory health centers with concomitant projects. Students will be responsible for the projects in their chosen fields. Terms: 3 or 4. Weight: 1. *Schilder, Lester, and Staff*

CHS-246(C).† Bioethics. Lectures, discussion, and readings in selected ethical questions raised by modern biomedical science and technology; including such topics as genetics and the "new biology," contraception, abortion, experimentation consent, behavior control, scarce medical resources, dying, and death. Terms: 1 or 2. Weight: 1. *Harmon Smith*

CHS-247(C).† Philosophic Problems for Physicians. This seminar brings the resources of literature, poetry, philosophy, psychology, and sociology to bear upon specific ethical and philosophic problems with which the practicing physician deals. Each student leads at least one seminar on a specific subject of the student's choice. Where appropriate and desirable, selected outside visitors will be invited to contribute to the discussion. The following subjects will be among those offered for consideration: (1) death and dying from the patient's and physician's point of view; (2) euthanasia—societal and legal barriers; (3) abortion, eugenics, and transplantation—ethical implications; (4) informed consent, the golden rule and the history of auto-experimentation; (5) ethics of the double-blind controlled therapeutic trial; (6) behavior control and psychosurgery in a free society; (7) quality of indifference as a characteristic of the health care worker; (8) anxiety and the plight of the individual in a technocratic society. Suggested reading lists for each subject will be provided. Terms: 1 and 2. Weight: 2 or 4. *Dyer*

CHS-249(C).† Issues in Law and Medicine. A seminar involving discussion of both practical law for the physician and how social issues affect law and medicine. Emphasis will be placed on those aspects of the law which will most likely directly affect the individual as a practicing physician, including the philosophy of law; the adversary system; the physician in court; the law of malpractice, human experimentation, abortion and sterilization; forensic pathology, and forensic psychiatry. In addition, attention will be given to ancillary issues such as licensure of physicians, paramedical personnel, and hospital regulation. Terms: 2 or 4. Weight: 2. *Shaw*

CHS-255(C). University Health Services Clinic. A clinical experience aimed at providing the student with experience in diagnosis and treatment of these common illnesses comprising 80–90 percent of problems seen in a primary care practice setting. The student will work under the direction and close supervision of faculty members in the University Health Services clinic, and will have an opportunity to work with other clinic team members, such as physician's assistants and nurse practitioners. Every term. Weight: 8. *Hansen, Lester, Neish, Stopford, and Solovieff*

CHS-259(C). Clerkship in Family Practice. For students who want a brief orientation to the field of family practice, an experience in patient care is offered under the preceptorship of family doctors in the model group practice of the Family Medicine Residency Training Program. In addition to gaining clinical experience in the Family Practice Center, the student will attend conferences and rounds with family medicine residents at Durham County General Hospital, observing and participating in the management of hospital patients by family doctors. Emphasis throughout is on the management of those problems most commonly seen in primary care practice, and much attention is given to the psychosocial and socioeconomic problems of patients. Terms: 1, 2, 3, and 4; Summer Term I. Weight: 8. *Kane, Baker, Parkerson, Samuels, and Moore*

CHS-261(C). Family Practice Continuity Experience. For students interested in primary care careers and desiring to better understand the delivery of medical care with continuity, the opportunity is offered to see patients in the Family Medicine Center for two half-days weekly throughout the year under the preceptorship of the same family doctor. The student will be assigned certain families, and will be responsible for planning their comprehensive care during the period. Emphasis is on management of problems commonly encountered, and on the methodology of practice needed to manage these problems as they evolve over a long period. A problem-oriented record system adapted to ambulatory care practice and a system of diagnostic coding is taught. Terms: 1, 2, 3, and 4. Weight: 4 or 8. *Baker, Kane, and Samuels*

CHS-263(C). Relating to the Patient as a Family Doctor. The nature of the doctor-patient relationship in family practice is explored through seminars conducted by the faculty. The interpersonal relationships of the doctor-patient encounter are analyzed through critique of actual interviews using video-playback techniques. Cost-benefit factors, responsibility for comprehensive care, and methodology of office practice are discussed as expressions of concern. Terms: 1, 2, 3, and 4. Weight: 2. *J. Moore and Others*

CHS-265(C). Issues in Health Care Delivery. The purpose of this course is to provide medical students the opportunity to analyze certain areas in the delivery of health care through seminars and related readings. Four topics have been designated and each will be coordinated by a principle instructor with expertise in that field. The topics include access to medical care; cost of medical care; quality of medical care; and the role of the consumer in medical care. Terms: 1 and 3. Weight: 2. *Estes, Sullivan, Kane, and Salber*

CHS-267(C). Team Training for Primary Health Care Delivery. Student teams consisting of a medical, nursing, physician's associate, and health administration student will learn the team approach to the delivery of primary care in a team-oriented practice providing health care services in Parkwood, a suburban community near Durham. Medical students will be supervised by family physicians based in the clinic. Every term. Weight: 8. *Hamilton*

CHS-269(C). Methods of Recording and Analyzing Clinical Data. Methods of indexing problems of clinical practice are presented as a basis for research studies in health care delivery. Interested students must initiate morbidity indexing during their second year with guidance from Drs. Baker and Sullivan. Submission of a personal morbidity index (E-box) will be required for course registration. Discussions will focus on problems delineated by student indexes. Students pursuing additional study in areas of interest may qualify for additional credit. Terms: 1 and 4. Weight: 1-4. *Baker, Sullivan, and Others*

Medicine

Professor: James B. Wyngaarden, M.D. (Michigan, 1948); Chairman.

CARDIOLOGY DIVISION

Professor: Andrew G. Wallace, M.D. (Duke, 1959); Chief.

Professors: E. Harvey Estes, M.D. (Emory, 1947); Walter L. Floyd, M.D. (Johns Hopkins, 1954); Joseph C. Greenfield, M.D. (Emory, 1956); Eugene A. Stead, Jr., M.D. (Emory, 1932); Robert E. Whalen, M.D. (Cornell, 1956).

Associate Professors: Victor S. Behar, M.D. (Duke, 1961); Fred R. Cobb, M.D. (Mississippi, 1964); Yihong Kong, M.D. (Natl. Defense Med. Ctr., Taiwan, 1958); Robert J. Lefkowitz, M.D. (Columbia, 1966); James J. Morris, M.D. (State Univ. of New York, 1959); Robert H. Peter, M.D. (Duke, 1961); Robert A. Rosati, M.D. (Duke, 1967); Galen S. Wagner, M.D. (Duke, 1965).

Assistant Professors: John J. Gallagher, M.D. (Georgetown, 1968); Peter P. Gebel, M.D. (Harvard, 1958); Joseph R. Kisslo, M.D. (Hahnemann Med. Coll., 1967); Barbara C. Newborg, M.D. (Johns Hopkins, 1949); C. Frank Starmer, Ph.D. (North Carolina at Chapel Hill, 1968); Harold C. Strauss, M.D. (McGill, 1964); Olaf Von Ramm, Ph.D. (Duke, 1973); Redford B. Williams, M.D. (Yale, 1967).

Associates: Edwin B. Cox, M.D. (Duke, 1971); Edward Pritchett, M.D. (Ohio, 1971); Ali Soroush, M.D. (Univ. of Isfahan, 1956); Nancy W. Stead, M.D. (Duke, 1969); Philip McHale, Ph.D. (Duke, 1972). Medical Research Associate: Thomas R. Snow, Ph.D. (Duke, 1971).

DERMATOLOGY DIVISION

Professor: Gerald S. Lazarus, M.D. (George Washington, 1963); *Chief*.

Professors: J. Lamar Callaway, M.D. (Duke, 1932); John P. Tindall, M.D. (Duke, 1959).

Associate Professors: Lowell A. Goldsmith, M.D. (State Univ. of New York, 1963); Sheldon R. Pinnell, M.D. (Yale, 1963).

Assistant Professor: Brian V. Jegesothy, M.D. (Univ. of Ceylon, 1966).

Medical Research Associate: Frederick J. Yost, Jr., Ph.D. (North Carolina at Chapel Hill, 1972).

ENDOCRINOLOGY DIVISION

Professor: Harold E. Lebovitz, M.D. (Duke, 1948); *Chief*.

Associate Professors: Jerome M. Feldman, M.D. (Northwestern, 1961); Charles Johnson, M.D. (Howard, 1963).

Assistant Professors: Marc K. Drezner, M.D. (Pittsburgh, 1970); Ronald B. Easley, M.D., Ph.D. (Oklahoma, 1971); Kenneth S. McCarty, M.D. (Duke, 1972).

GASTROENTEROLOGY DIVISION

Professor: Malcolm P. Tyor, M.D. (Duke, 1946); *Chief*.

Associate Professors: Michael E. McLeod, M.D. (Duke, 1960); Steven H. Quarfordt, M.D. (New York Univ., 1960).

Assistant Professors: John T. Garbutt, M.D. (Temple, 1962); Jacqueline C. Hijmans, M.D. (Univ. of Leiden, 1951); Paul G. Killenberg, M.D. (Pennsylvania, 1963); Thomas T. Long, M.D. (Bowman Gray, 1966); Charles M. Mansbach, M.D. (New York Univ., 1963).

GENERAL MEDICINE DIVISION

Professor: Patrick A. McKee, M.D. (Oklahoma, 1962); *Chief*.

Associate Professors: George J. Ellis, M.D. (Harvard, 1963); Frank Lecocq, M.D. (Illinois, 1954).

Assistant Professors: David B. Gilbert, M.D. (Colorado, 1965); Francis A. Neelon, M.D. (Harvard, 1962); Douglas G. Kelling, M.D. (Harvard, 1972); Ramon Velez, M.D. (New York Univ., 1970).

Associates: Robert E. Hickman, M.D. (Harvard, 1971); James R. Kelly, M.D. (Duke, 1970).

HEMATOLOGY DIVISION

Professor: Wendell F. Rosse, M.D. (Chicago, 1958); *Chief*.

Professors: John Laszlo, M.D. (Harvard, 1955); R. Wayne Rundles, M.D. (Duke, 1940); Harold R. Silberman, M.D. (Washington Univ., 1956).

Associate Professors: Donald S. Miller, M.D. (Harvard, 1962); Harvey J. Cohen, M.D. (State Univ. of New York, 1965).

Assistant Professors: Walter E. Davis, M.D. (Duke, 1966); Andrew T. Huang, M.D. (Taiwan, 1965); Gerald Logue, M.D. (Pittsburgh, 1966); W. David Sedwick, Ph.D. (Pennsylvania, 1970).

Associates: Judith C. Andersen, M.D. (Jefferson Med. Coll. 1969); Thomas M. Bashore, M.D. (Ohio, 1972); Roger J. Kurlander, M.D. (Chicago, 1971); Daniel C. Scullin, M.D. (Ohio State, 1970).

INFECTIOUS DISEASE DIVISION

Professor: John D. Hamilton, M.D. (Colorado, 1964); *Chief*.

Professor: Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Inst., 1959).

Assistant Professors: Robert J. Sullivan, Jr., M.D. (Cornell, 1966).

Associates: Conrad C. Fulkerson, M.D. (Missouri, 1969); Harry A. Gallis, M.D. (Duke, 1967).

NEPHROLOGY DIVISION

Professor: Roscoe R. Robinson, M.D. (Oklahoma, 1954); *Chief*.

Professors: James R. Clapp, M.D. (North Carolina at Chapel Hill, 1957); J. Caulie Gunnells, M.D. (South Carolina Med. Coll., 1956).

Associate Professors: Robert A. Gutman, M.D. (Florida, 1962); C. Craig Tisher, M.D. (Washington Univ., 1961).

Assistant Professors: Vincent W. Dennis, M.D. (Georgetown, 1966); Robert H. Harris, M.D. (Georgia, 1966); Richard M. Portwood, M.D. (Texas, 1954); William E. Yarger, M.D. (Baylor, 1963).

NEUROLOGY DIVISION

Professor: Stanley H. Appel, M.D. (Columbia, 1960); *Chief*.

Professors: Albert Heyman, M.D. (Maryland, 1940); John B. Pfeiffer, Jr., M.D. (Cornell, 1942).

Associate Professors: Allen D. Roses, M.D. (Pennsylvania, 1967); Ara Tourian, M.D. (Iowa, 1958).

Assistant Professors: J. Gordon Burch, M.D. (Alberta, 1967); James N. Davis, M.D. (Cornell, 1965); James O. McNamara, M.D. (Michigan, 1968); Saul M. Schanberg, M.D. (Yale, 1964).

PULMONARY-ALLERGY DIVISION

Professor: Herbert O. Sieker, M.D. (Washington Univ., 1948); *Chief*.

Professors: Johnnannes A. Kylstra, M.D. (Leiden, 1952); William S. Lynn, M.D. (Columbia, 1946); Herbert A. Saltzman, M.D. (Jefferson Med. Coll., 1952).

Associate Professor: Charles E. Buckley, M.D. (Duke, 1954).

Associate: F. Farrell Collins, M.D. (Vermont, 1972).

Medical Research Associate: Stephen R. Turner, Ph.D. (Duke, 1971).

RHEUMATIC AND GENETIC DISEASE DIVISION

Associate Professor: Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Ctr., 1965); *Chief*.

Professors: Grace P. Kerby, M.D. (Duke, 1946); James B. Wyngaarden, M.D. (Michigan, 1948).

Associate Professor: Nicholas M. Kredich, M.D. (Michigan, 1962).

Assistant Professors: Michael S. Hershfeld, M.D. (Pennsylvania, 1967); Edward W. Holmes, M.D. (Pennsylvania, 1967); Peter F. Pepe, M.D. (Temple, 1966).

Associates: David S. Caldwell, M.D. (Bowman Gray, 1967); John R. Rice, M.D. (Miami, 1968).

Visiting Lecturer in Medicine: Mr. Tibor F. Nagey.

ADJUNCT FACULTY

Professors of Experimental Medicine: Pedro Cuatrecasas, M.D. (Univ. of Washington, 1962); Gertrude B. Elion, D.Sc. (George Washington, 1969); George H. Hitchings, Ph.D. (Harvard, 1933); Robert A. Maxwell, Ph.D. (Princeton, 1954); Charles A. Nichol, Ph.D. (Wisconsin, 1949).

Assistant Professors: Richard DiAugustine, Ph.D. (Tulane, 1968); Thomas E. Eling, Ph.D. (Alabama, 1968); Gary E.R. Hook, Ph.D. (Victoria, 1968).

CLINICAL FACULTY

Clinical Professor: John R. Haserick, M.D. (Minnesota, 1941).

Clinical Assistant Professors: A. Derwin Cooper, M.D. (George Washington, 1932), Durham, N.C.; Thomas R. Harris, M.D. (Tennessee, 1955), Shelby, N.C.; John C. Lumsden, B.S. (North Carolina State Univ., 1947), Raleigh, N.C.; Arthur E. Mallette, M.D. (Meharry, 1963), Durham, N.C.; Jesse Roberts, M.D. (Louisiana, 1961), Winston-Salem, N.C.; Charles W. Styron, M.D. (Duke, 1938), Raleigh, N.C.; Abe Walston, M.D. (Duke, 1963), Durham, N.C.; Khye Weng, M.D. (Univ. of Malaya, 1956), Durham, N.C.; Edward S. Williams, M.D. (North Carolina at Chapel Hill, 1954), Durham, N.C.

Clinical Associates: Syed Ahmed, M.D. (Dow Med. Coll., 1967), Danville, Va.; Sherwood W. Barefoot, M.D. (Duke, 1938), Greensboro, N.C.; Woodrow W. Batten, M.D. (Bowman Gray, 1944), Smithfield, N.C.; Robert B. Bomberg, M.D. (Colorado, 1964), Durham, N.C.; Wayne D. Brenckman, M.D. (Yale, 1963), Durham, N.C.; Robert A. Buchanan, M.D. (Bowman Gray, 1969), Durham, N.C.; John R. Bumgarner, M.D. (Med. Coll. of Virginia, 1939), Raleigh, N.C.; Calvert R. Busch, M.D. (Wisconsin, 1969), Asheville, N.C.; George W. Crane, M.D. (Northwestern, 1946), Durham, N.C.; Frank P. Dalton, M.D. (Duke, 1960), Durham, N.C.; Michael S. Entmacher, M.D. (Duke, 1968), Durham, N.C.; Walter C. Fitzgerald, M.D. (Virginia, 1943), Danville, Va.; Harold L. Godwin, M.D. (Harvard, 1947), Fayetteville, N.C.; Harvey E. Grode, M.D. (Duke, 1960), Durham, N.C.; John H. Hall, M.D. (Duke, 1964), Greensboro, N.C.; Michael A. Hamilton, M.D. (Rochester, 1964), Durham, N.C.; Mark L.

Highman, M.D. (California at San Francisco, 1970), Asheville, N.C.; H. LeRoy Izlar, M.D. (Duke, 1948), Durham, N.C.; George E. Koury, M.D. (Tulane, 1944), Burlington, N.C.; Thomas D. Long, M.D. (Bowman Gray, 1952), Roxboro, N.C.; Emmett S. Lupton, M.D. (New York Univ., 1938), Greensboro, N.C.; John A. Lusk, M.D. (Alabama, 1951), Greensboro, N.C.; Isaac H. Manning, Jr., M.D. (Harvard, 1935), Durham, N.C.; Joseph P. McCracken, M.D. (Duke, 1938), Durham, N.C.; Edmond Miller, M.D. (Duke, 1956), Durham, N.C.; W. S. Miller, M.D. (North Carolina at Chapel Hill, 1961), Raleigh, N.C.; John A. Moore, M.D. (Med. Coll. of Virginia, 1948), Greensboro, N.C.; James R. O'Rourke, Jr., M.D. (Kentucky, 1966), Durham, N.C.; Henry T. Perkins, M.D. (Duke, 1957), Raleigh, N.C.; Wade G. Rhoades, M.D. (Bowman Gray, 1960), Goldsboro, N.C.; Jack G. Robbins, M.D. (Duke, 1948), Durham, N.C.; Richard J. Rosen, M.D. (George Washington, 1955), Greensboro, N.C.; Mehrdad M. Sahba, M.D. (Isfahan Faculty of Med., Iran, 1957), Durham, N.C.; William V. Singletary, M.D. (Duke, 1943), Durham, N.C.; Allen D. Smith, M.D. (Georgia, 1937), Durham, N.C.; John P. Stratton, M.D. (Harvard, 1961), Durham, N.C.; William G. Wysor, M.D. (Virginia, 1950), Durham, N.C.

Required Courses

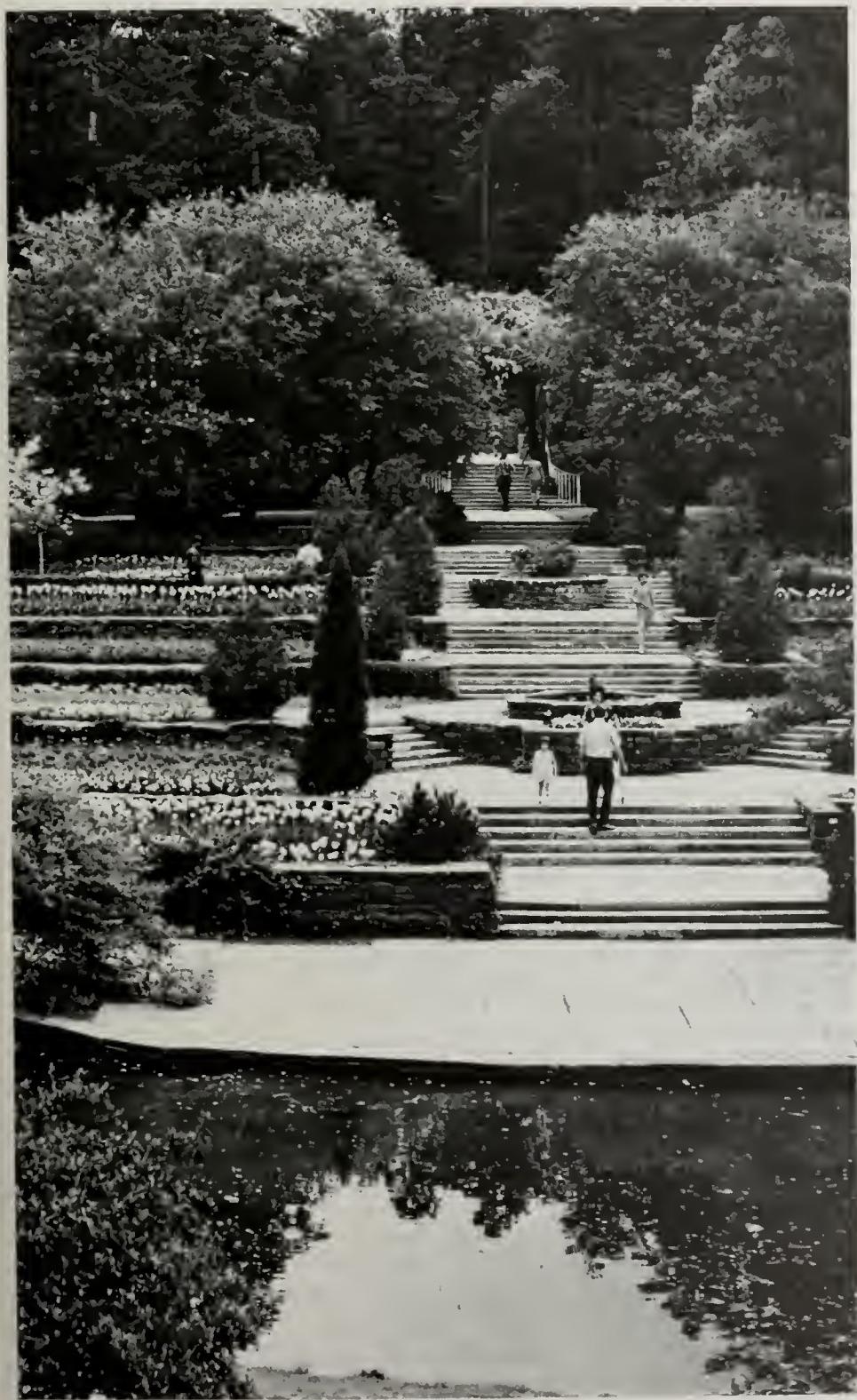
The Department of Medicine traditionally has the responsibility of preparing students for a lifetime of learning as they give care to patients who ask them for help. The first step is to begin to think and act like a doctor.

MED-201—Introduction to Clinical Medicine—a course in the first year prepares the student to take an active role in patient care. The course is designed to introduce students to the methods involved in obtaining information about patients and their problems by means of accurate and complete history taking and performance of physical and laboratory examinations. Early in the course, students are taught the methods used in patient interviewing, the essentials of examination of various organ systems, and the techniques and meaning of the hematological and other laboratory examinations by means of introductory lectures and experience with patients on the ward and in the laboratory. Information obtained in the other first year courses is correlated with clinical manifestations of health and disease. The abnormalities found in the physical examination of certain organ systems are correlated with the abnormalities of laboratory values found. Patient conferences are used to demonstrate the value of obtaining all data about patients to solve their problems. Students are expected to learn to do this for patients with whom they have contact during ward sessions.

MED-205—the basic course in medicine for all students is the eight-week clinical clerkship in the second year. Students' desire to give good care is the motive which drives them to excellence. The student learns to identify problems of the patient and marshal the information obtained by past training. The student recognizes and attempts to focus the data learned from the basic sciences to specific clinical problems. Using patients as a means of integration, students should continue reading in anatomy, physiology, microbiology, pharmacology, and biochemistry. Problems encountered are discussed with fellow students, interns, residents, and senior staff to gain familiarity with ideas and concepts by actively manipulating them.

The goal of the Department of Medicine is for students to have as many learning experiences as possible by active participation. It is hoped that they will enjoy these learning experiences so much that they will continue them as long as they see patients. The goal is not to cover the entire field of medicine. Students will engage in extensive postdoctoral clinical or research training. The aims are to assist students in acquiring clinical skills and learning habits that will enable them to identify and solve new problems as they are encountered.

In caring for patients with ill-defined genetic and acquired differences with numerous unknown variables, many erroneous conclusions may be made. Students must learn to examine carefully oral and written statements, and inquire of all authorities the source of data which underlie their conclusions. One way for students to learn the difficulties in drawing accurate conclusions about biological systems is to give them opportunities to establish facts on the basis of their own



research. This is a very effective method of teaching. The intellectual discipline involved better prepares the future clinician for the role of a lifetime of learning and enables academically oriented students to assess their own potentialities for investigative careers.

The second-year course in medicine is aimed at providing students with the basic tools used in the practice of medicine. This is the time when they should consolidate the material learned during the first year and apply it to the study of their own patients. During a brief eight-week course it is not possible to cover the entire body of knowledge of internal medicine. Therefore, students are provided with a series of representative learning experiences based on the case study method. The goals are to teach methods of approach to patients and to provide a firm foundation for the solution of new medical problems as they are encountered in the months and years ahead.

Specific expectations of sophomore students are: (1) To obtain and carefully record meaningful histories and perform physical examinations on two or three patients each week. On the day of admission the student will review and compare findings with the responsible intern or resident. Difference of opinions should be discussed and, when possible, resolved by a return to the bedside. The following day students will present their data to the attending physician. The presentation should be well organized (with the help of the resident), and the presented illness should include a carefully reasoned documentation of the events in chronological order which led to the patient's hospitalization. It should contain pertinent facts leading to the most likely diagnosis and also the pertinent negative facts which weigh against a possible alternative diagnosis. (2) To examine their patients repeatedly and reflect on the diagnostic and therapeutic management. It is their responsibility to understand the objectives and to know the results and the interpretation of all diagnostic tests applied to their patients. They will actually perform as many of the necessary tests as possible and record their interpretations in frequent progress notes. (3) To read widely on topics related to their patients, particularly in applicable basic sciences to understand disease mechanisms. They should begin with the descriptions in standard textbooks of medicine which serve as a useful introduction to the subject. Special aspects of the patient's problem should be pursued in basic science or other textbooks, in monographs, or in relevant journals. (4) To know in depth those diseases present in their own patients, including different diagnostic features which distinguish those conditions from related diseases. At this stage of training they are not expected to have equivalent depth of knowledge of diseases that they have not yet encountered, but are responsible for knowing the major points about patients presented in rounds or at the various noon conferences. Principles of therapy should be understood, but details of drug regimens are better left for subsequent experiences. Students are encouraged to participate actively in all teaching exercises on the ward, whether or not their own patients are being discussed.

Electives

MED-202(C). Introduction to Clinical Neurology. Overall view of clinical neurology for nonspecialists. Emphasis on clinical techniques in neurologic examination, approaches to neurologic diagnosis and anatomic, pathologic and physiologic basis for localization of neurologic lesions. Electroencephalogram and neuroradiogram interpretation. Common neurologic disturbances at bedside conferences. Terms: 1, 2, 3, and 4. Weight: 2. *Appel and Neurology Staff*

MED-206(C). Clinical Clerkship in Neurology. A clerkship in clinical neurology emphasizing diagnosis and therapy of neurologic diseases. The students

will participate in inpatient and outpatient workups, teaching conferences, and diagnostic studies. Every term. Weight: 2-8. *Appel and Neurology Staff*

MED-207(C). Advanced General Medicine. Students are assigned to inpatient or outpatient medical services, or emergency ward, and are responsible for patients assigned to them. They will learn about disease and its management through the staff and consultants directly concerned with the patients. Every term. Weight: 8. *Wyngaarden and Staff*

MED-209(C). Allergy and Respiratory Diseases. Course provides both introduction and indepth training in the clinical and laboratory aspects of allergic and respiratory illnesses. Experience is provided in acute cardiorespiratory care on the MICU. Patients are assigned to the student from both the inpatient and outpatient services. Rounds, seminars, and conferences are held throughout the week for instruction in allergy, clinical immunology, basic immunology, pulmonary function evaluation, pulmonary physiology, chest radiology, pulmonary pathology, and acute respiratory care. The course may be individualized to meet requirements of the student. Every term. Weight: 4 or 8. *Sieker, Buckley, Cooper, Kylstra, Pratt, and Saltzman*

MED-211(C). Advanced General Medicine in a Community Hospital (Cabarrus Memorial Hospital, Concord, N. C.). The student will be responsible for the management of inpatients under the supervision of a senior resident and the senior staff and will also be introduced to the management of patients by community physicians on an outpatient basis. Students interested in taking the course must apply and be interviewed for acceptance. Every term. Weight: 9. *Wagner, Long, and Kelling*

MED-215(C). Clinical Dermatology. Students will be integrated into the dermatology program for one month. They will attend public and private outpatient clinics at Duke Hospital and the Veterans Administration Hospital. They will participate in inpatient teaching rounds, the clinical diagnostic conference, pathology conference, and basic science seminar. The course is designed to teach elements of dermatological diagnosis, management, and pathophysiology. Every term. Weight: 4. *Lazarus, Callaway, Goldsmith, Jegasothy, Pinnell, Tindall, and Resident Staff*

MED-216(C). Clinical Dermatology. Student will be given a series of two lectures weekly using 35 mm. Kodachrome slides to illustrate both clinical conditions and microscopic sections of the pathologic changes in an effort to understand the pathologic physiology of dermatologic disorders and thus management and treatment. Patient demonstrations will be made one-half day to greatly enhance clinical experience. Lecture and demonstration course only. See MED-215(C) for course offering 4 credits. Term: 3. Weight: 2. *Lazarus, Tindall, Callaway, Goldsmith, Pinnell, and Jegasothy*

MED-217(C). Gastroenterology. The role of the gastrointestinal tract and liver in health and disease is emphasized through use of liver and small bowel biopsy with morphological, biochemical, and physiological studies in the daily diagnosis and care of patients hospitalized on the gastroenterology inpatient service and general wards of Duke and V.A. Hospitals. Every term. Weight: 4 or 8. *Tyor, Garbutt, Mansbach, McLeod, Quarfordt, and Killenberg*

MED-221(C). Metabolism and Endocrinology. A general course in which the whole patient is approached from an endocrine point of view. Clinical and laboratory diagnosis and titration of therapy are facilitated by the use of a standard data base and study of appropriate flow sheet parameters. The student participates

in the evaluation and management of both inpatients and outpatients. Alternatives for eight credits include the V.A. consultation service, the Duke Staff and Clinical Research Unit Service, and the Duke Private Service Staff outpatient clinic and all endocrine conferences are attended on each service. A 4-credit option (four weeks) allows one student to choose Drs. Ellis, Johnson, or McPherson as the clinical preceptor. The student will care for private inpatients and both staff and private outpatients under the preceptor's guidance. This option must be scheduled by the student with the preceptor before registering for the course. Every term. Weight: 4 or 8. *Lebovitz, McPherson, Ellis, Feldman, Neelon, and Johnson*

MED-227(C). Rheumatic and Genetic Diseases. The student acquires experience indepth in the recognition and care of patients with generalized connective tissue diseases and metabolic arthropathies. The student works up and follows patients on wards and in the clinic. Daily rounds with the staff extend the experience. Specialized laboratory and clinical techniques are learned. Full time eight weeks recommended. May be taken for 4 units of credit with permission. Every term. Weight: 4 or 8. *Snyderman, Caldwell, Hirshfield, Holmes, Kerby, Kredich, Pepe, Rice, and Wyngaarden*

MED-229(C). Nephrology. Fundamental and clinical aspects of nephrology, renal physiology, hypertension, renin-angiotensin metabolism, and disorders of salt and water metabolism. Full clinical participation on inpatient and outpatient services and the dialysis-transplantation service is offered. Attendance at several scheduled rounds, conferences, and seminars is required. Every term. Weight: 4 or 8. *Robinson, Clapp, Dennis, Gallis, Gunnells, Gutman, Portwood, Fisher, Yarger, and Harris*

MED-230(C). Clinical Hematology and Oncology (V.A. Hospital). This course provides a broad exposure to hematologic and oncologic disorders. As a member of the section the student actively participates in the following: (1) hematology-oncology consultation service for the V.A. wards, (2) biweekly hematology outpatient clinic, (3) management of inpatients with specific hematologic disorders. The wide variety of disorders seen includes leukemias, lymphomas, anemias, bleeding disorders, gammopathies, etc. An opportunity is provided for the student to learn and perform the specialized clinical and laboratory techniques involved in the evaluation of these patients. Ample time is available for contact with the hematology staff and library research. Every term. Weight: 8. *Logue, Huang, Cohen, Stead, Moore, and George*

MED-231(C). Clinical Hematology and Oncology (Duke Hospital). Students are given a unique opportunity to participate actively in care and study of patients with wide variety of hematologic diseases, anemias, bleeding disorders, leukemias, lymphomas, secondary gout, etc. Systematic, quantitative clinical evaluation, and basic techniques of blood and marrow examination, serum and urine protein studies are emphasized. Every term. Weight: 8. *Rundles, Silberman, Rosse, Miller, Huang, Logue, and Laszlo*

MED-233(C). Clinical Immunohematology. This course is designed to provide clinical and diagnostic laboratory experience in the evaluation and treatment of patients with hematologic disorders characterized by abnormalities of the immune system. The course is integrated in part with Clinical Hematology and Oncology (MED-231). A special opportunity to study blood banking problems, coagulation problems, and clinical problems in immune lysis will be provided. Every term. Weight: 6-8. *Rosse, Logue, Silberman, and Rundles*

MED-236(C). Research Topics in Endocrinology and Metabolism. Research training and experience in the field of endocrinology and metabolism. This

is arranged individually between the student and a specific member of the endocrine staff. Every term. Weight: 8. *Lebovitz, Feldman, Neelon, and Staff*

MED-242(C). Clinical Cardiology (Duke). Considerable experience in the clinical aspects of cardiovascular disease is provided the student by participation in patient care, consultations, Cardiac Care Unit and adult Cardiac Catheterization Laboratory. Specific experience is available in learning to read electrocardiograms and vectorcardiograms, as well as in learning about echocardiography. Three, two-hour teaching conferences every week in arrhythmias, hemodynamics, and cardiovascular radiology and pharmacology complement the learning experience. Emphasis is placed on bedside teaching, correlating cardiac physical diagnosis and cardiac catheterization hemodynamics. The eight-week rotation at present consists of three weeks on the consultation service where EKG and VCG are read, consultants seen, and patients presented to the senior staff; two weeks on the Cardiac Care Unit (one student with each of two residents) and three weeks in the Cardiac Catheterization Laboratory where daily bedside teaching and correlation with cardiac catheterization findings are stressed. Every term. Weight: 8. *Peter, Wallace, Wagner, Chen, King, Strauss, Pritchett, and Behar*

MED-243(C). Clinical Cardiology. Each student will be assigned to a senior faculty member whose primary responsibility is patient care and consultative cardiology. The student will share in the responsibilities along with, and under, the supervision of the senior cardiologist, cardiology fellow, and cardiology intern. Knowledge should be gained in electrocardiography, vectorcardiography, and treadmill exercise testing. Each week, the student will attend an X-ray conference, hemodynamic conference, arrhythmia conference, pharmacology conference, cardiac surgery conference, and clinical cardiology rounds. Evaluation, treatment, and follow-up of the cardiology patients will include those on the Cardiology Ward, cardiology clinics, and Cardiac Care Unit. Every term. Weight: 4. *Floyd, Whalen, Chen, Kong, Pritchett, Strauss, Orgain, and Peter*

MED-244(C). Clinical Cardiology (V.A. Hospital). Fundamentals of clinical cardiology, including physical diagnosis of the cardiovascular system, normal and pathologic cardiovascular physiology, electrocardiography, vectorcardiography, and indirect diagnostic techniques in cardiology. Supervised electrocardiographic interpretation sessions meet daily, and diagnostic and therapeutic clinical cardiology is emphasized during daily consultation rounds with senior staff. Patient oriented physical diagnosis teaching sessions meet twice weekly, and formal electrocardiographic teaching sessions emphasizing interpretation of cardiac arrhythmias meet twice weekly. Four weeks on the Coronary Care Unit, and one week in association with the Cardiac Catheterization Laboratory. Every term. Weight: 8. *Greenfield, Cobb, Bashore, and Walston*

MED-250(C). Clinical Allergy-Immunology. The specialist in allergy-immunology relies heavily on the use of laboratory techniques as an aid to patient evaluation. This elective is designed to familiarize the student with the clinical uses of the allergy-immunology laboratory. The course is oriented toward departures from normal immune function in diseases as opposed to pathologic processes characteristic of one or another organ system. Precepted experience is provided in the evaluation of patients with impaired host resistance, hypersensitivity, autoimmunity, heightened susceptibility to neoplasia, and the degenerative diseases. Participation in clinically applicable immunoserologic methods is a part of the required course work experience. Selected readings, including a critical awareness of the recent literature, are used to gain an understanding of specific clinical problems. Terms: 1 or 2. Weight: 8. *C. E. Buckley*

MED-252(C). Physiology of Nephrology. This course is composed of lectures designed to provide insight into the pathophysiology of clinical fluid and electrolyte problems. An attempt is made to integrate established physiologic principles into an analysis of common clinical problems. It is the intent of this course to equip the student with sufficient general information to permit adaptation of fluid and electrolyte therapy to the great variety of specific patient-related problems which will be encountered as a house officer. Terms: 2 or 3. Weight: 1. *Clapp and Gutman*

MED-254(C). Enterohepatic Circulation and Lipoprotein Metabolism. There will be detailed explorations of biological and related clinical aspects of hepatic and intestinal functions. The course will be structured chiefly through lectures and relevant patient presentations. Term: 1. Weight: 2. *Tyor, Lack, Quarfordt, McLeod, Mansbach, Garbutt, and Killenberg*

MED-256(C). Ambulatory Patient Care. Students are assigned to the outpatient department and the emergency room and will see patients assigned to them and to colleague house officers. An individualized outpatient/emergency room schedule may be designed which will permit the student to have a specific balance of patients with acute and chronic illness. Every term. Weight: 1-8. *Dixon, Brewer, and Staff*

MED-258(C). Introduction to Diseases of the Lung. The course is designed to provide a broad experience in the clinical and laboratory diagnosis of lung diseases. Emphasis will be placed on correlations of functional, radiologic, and pathologic data with disease processes. Every term. Weight: 8. *Cooper, Harle, Kylstra, Pratt, Saltzman, and Sieker*

MED-260(C). Clinical Infectious Disease. This course will provide experience in the clinical and laboratory diagnosis of infectious diseases and their therapy. Emphasis will be placed on learning through active participation in infectious disease consultations and library research. Every term. Weight: 4 or 8. *Gallis, Hamilton, Suydam Osterhout, and Zwadyk*

MED-262(C). Diabetes Mellitus: A Camping Experience. Carolina's Camp for Diabetic Children provides a camping experience for 110 children annually. Medical support is provided by medical and nursing students and dietetic interns, under University staff supervision. Each student is directly responsible for the management of one cabin of campers. The student participates in infirmary duty, prepares one of the daily staff seminars, and joins in the general camp activities. Room and board provided. Also offered in Nursing School. (Must be cleared in advance with Dr. Ellis, since students from other schools are also accepted.) Term: middle two weeks of August. Weight: 2. *Ellis and Skyler*

MED-264(C). Computer Aided Instruction in Clinical Neurology. The computer program simulates the patient-physician encounter of clinical practice. The purpose of the program, which includes a wide variety of cases in ten major areas of neurology, is to teach the student the efficient and economical utilization of laboratory procedures, and the branching logic necessary to accurate neurological diagnosis. Terms: 1, 2, 3, and 4. Weight: 1. *Burch and Heyman*

MED-266(C). Essentials of Rheumatic Disease. The purpose of this course is to give medical students the opportunity to review in the most concise and efficient manner the basic essentials of clinical rheumatic disease. The emphasis will be on clinical diagnosis and management. Term: 1. Weight: 1. *Pepe and Holmes*

MED-268(C). Psychosocial Aspects of Medical Illness. Seminars and supervised clinical experiences on the medical wards and clinics will be used to provide

the student with knowledge of basic principles and practical clinical skills relevant to determining the role of psychosocial factors in the etiology and course of physical disease in man. Also listed as PSC-268(C). Every term. Weight: 2.
Williams

Microbiology and Immunology

James B. Duke Professor: Wolfgang K. Joklik, D. Phil. (Oxford, 1952), *Chairman.*

James B. Duke Professor: D. Bernard Amos, M.D. (Guy's Hospital, London, 1963).

Professors: Richard O. Burns, Ph.D. (Illinois, 1962); Eugene D. Day, Ph.D. (Delaware, 1952); Richard S. Metzgar, Ph.D. (Buffalo, 1959); Wendell F. Rosse, M.D. (Chicago, 1958); Suydam Osterhout, M.D. (Duke, 1949), Ph.D. (Rockefeller Inst., 1959); Robert W. Wheat, Ph.D. (Washington Univ., 1955); Hilda P. Willett, Ph.D. (Duke, 1949).

Adjunct Professors: James J. Burchall, Ph.D. (Illinois, 1963); John E. Larsh, Jr., Sc.D. (Johns Hopkins, 1943).

Associate Professors: Dani P. Bolognesi, Ph.D. (Duke, 1967); Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); Dolph Klein, Ph.D. (Rutgers, 1961); David J. Lang, M.D. (Harvard, 1958); Harvey J. Sage, Ph.D. (Yale, 1958); David W. Scott, Ph.D. (Yale, 1969); Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Ralph E. Smith, Ph.D. (Colorado, 1968); Ralph Snyderman, M.D. (State Univ. of New York, Downstate Med. Center, 1965); Thomas C. Vanaman, Ph.D. (Duke, 1968); Frances E. Ward, Ph.D. (Brown, 1965); Catherine M. Wilfert, M.D. (Harvard, 1962); Peter J. Zwadyk, Ph.D. (Iowa, 1971); Hendrik J. Zweerink, Ph.D. (Cornell, 1967).

Assistant Professors: Charles E. Buckley III, M.D. (Duke, 1954); Jeffrey J. Collins, Ph.D. (Harvard, 1972); Peter Cresswell, Ph.D. (London, 1971); Jeffrey Dawson, Ph.D. (Case Western Reserve, 1969); Linda R. Gooding, Ph.D. (Cornell, 1972); Gale B. Hill, Ph.D. (Duke, 1966); Hillel S. Koren, Ph.D. (Freiburg and Max Planck Inst., 1971); Peter K. Lauf, M.D. (Frieburg, 1960); Jonathan P. Leis, Ph.D. (Cornell, 1971); Nelson L. Levy, M.D. (Columbia, 1967), Ph.D. (Duke, 1973); Sara E. Miller, Ph.D. (Georgia, 1972); Thomas G. Mitchell, Ph.D. (Tulane, 1971); Joseph L. Wagner, Ph.D. (North Carolina at Chapel Hill, 1972); Samuel A. Wells, Jr., M.D. (Emory, 1961).

Assistant Medical Research Professors: Ronald B. Corley, Ph.D. (Duke, 1975); M. Vickers Hershfield, Ph.D. (Georgetown, 1973); Shyuan Hsia, Ph.D. (Washington, 1968); Armead H. Johnson, Ph.D. (Baylor, 1971); W. David Sedwick, Ph.D. (Pennsylvania, 1970).

Adjunct Assistant Professor: Lorraine Flaherty, Ph.D. (Cornell, 1973).

Associates: Harry A. Gallis, M.D. (Duke, 1967); Nancy Mendell, Ph.D. (North Carolina at Chapel Hill, 1972); Emily G. Reisner, Ph.D. (Case Western Reserve, 1969).

Medical Research Associate: Amnon Hizi, Ph.D. (Weizman Inst., 1974).

Lecturer: Darell D. Bigner, M.D. (Duke, 1965).

Visiting Scientist: Erol Akan, M.D. (Ankara, 1959).

Instructor: A. Proctor, M.S.

Research Associates: J. Anderson, Ph.D.; R. Bollinger, M.D.; G. Cobon, Ph.D.; E. Greeley, Ph.D.; E. Hayes, Ph.D.; D. Henderson, Ph.D.; A. Hess, Ph.D.; M. Kall, Ph.D.; R. Kim, Ph.D.; J. Klein, Ph.D.; L. Lachman, Ph.D.; J. Li, Ph.D.; M. McCrae, Ph.D.; A. Ono, M.D.; M. Perdue, Ph.D.; J. Sheridan, Ph.D.; L. Strauss, Ph.D.; G. Stuhlmiller, Ph.D.; M. Venkataraman, Ph.D.; M. Verghese, Ph.D.; M. Watterson, Ph.D.; L. Wright, Ph.D.; W. Wunderli, Ph.D.; K. Yamashita, Ph.D.

Required Course

MIC-200—the core course for all freshman medical students—is given in the second semester of the first year. An intensive study is made of the common bacteria, viruses, fungi, and parasites which cause disease in man. The didactic portion of the course focuses on the nature and biological properties of micro-organisms causing disease, the manner of their multiplication, and their interaction with the entire host as well as specific organs and cells. The nature of induced immune processes by active and passive immunization and chemotherapy are included.

The laboratory portion of the course is designed to acquaint students with the methods and procedures employed in bacteriological laboratories, to provide the basis for an understanding of cell-virus interactions and to demonstrate the nature of the more common pathogenic fungi and parasites. Clinical case histories are presented by the clinical staff to correlate this course with patient care.

Electives

MIC-242(B).* **Mechanisms of Microbial Pathogenicity.** A lecture-seminar course on the principles and problems of host-parasite interactions at the cellular and molecular level. Emphasis will be on the roles of microbial structures and products in the virulence and pathogenesis of acute, chronic, and toxigenic infectious disease systems. Terms: 3 and 4. Weight: 2. *Wheat*

MIC-252(B).* **General Virology and Viral Oncology.** The first half of the course will be devoted to a discussion of the structure and replication of mammalian and bacterial viruses. The second half will deal specifically with tumor viruses, which will be discussed in terms of the virus-cell interaction, the relationship of virus infection to neoplasia, and the role of the immunological response to tumor virus infection. The viral oncology part of the course may be taken for half credit in term 4. In this case, the permission of the instructors is required. Terms: 3 and 4. Weight: 4. *Zweerink, Smith, Nichols, and Joklik*

MIC-282(B).* **Molecular Microbiology.** A study of the structure, growth, and replication of bacteria with a detailed analysis of informational and catalytic macromolecules. Major topics discussed include biochemistry and function of structural components, genetic and metabolic regulatory mechanisms, RNA and protein synthesis, and the enzymology of DNA replication. Terms: 1 and 2. Weight: 4. *Burns, Leis, Nichols, and Vanaman*

MIC-291(B). Basic Immunology. Structure and function of immunoglobulins. Characteristics of synthetic and natural antigens. Specificity and cross-reactivity. Methods of immunologic analysis. Cellular aspects and kinetics of antibody formation. Forms of immunologic responsiveness and unresponsiveness. Cellular cooperation. Elicitation and control of immune response. Terms: 1 and 2. Weight: 3. *Scott, Dawson, Snyderman, and Amos*

MIC-296(B).* Immunochemistry. The structures, bioassembly, and reactions of the immunoglobulins. Primary and conformational aspects of the immunoglobulin chains—sequences, subgroups, domains, allotypes, evolution. The antibody binding site—location, specificity, idiotypes antigen accommodation. Affinity, heterogeneity, homogeneous binding, kinetics. Sequential, conformational, and quarternary determinants. Active centers of multivalent antigens. The immune responses, affinity and immunoselection, T and B cells. Terms: 3 and 4. Weight: 3. *Day, Cresswell, Dawson, and Sage*

MIC-304(B). Basic Medical Virology. Topics to be discussed are structure and replication of major virus groups as a basis for the understanding of viral pathogenesis; cellular and host responses to viral infections; immune responses to and the immunopathology of viral infections; viral epidemiology; DNA and RNA tumor viruses and their possible role in malignancy. Terms: 1 and 2. Weight: 2. *Zweerink, Lang, Daniels, and Smith*

MIC-306(B). Clinical Microbiology-Immunology. A bench-training course in methods used in clinical microbiology stressing isolation and characterization of clinically significant microorganisms. Every term. Weight: 8. *Klein and Zwadyk*

MIC-325(B).* **Medical Mycology.** Comprehensive lecture and laboratory coverage of all the fungi pathogenic for humans. Practical aspects as well as future trends in the mycology, immunology, diagnosis, pathogenesis, and epidemiology of each mycotic agent will be explored. There will be several invited lecturers, each an internationally recognized scientist, discussing their particular areas of mycological expertise and current research. Term: month of July. Weight: 4. *Mitchell*

MIC-330(B).* **Medical Immunology.** A course designed to present the basic concepts of immunology as they relate to human disease. Emphasized will be tumor immunology, autoimmunity, neuroimmunology, immunoematology, and immunologic deficiency diseases. Case presentations when appropriate. Terms: 3 and 4. Weight: 6. *Levy, C. Buckley, R. Buckley, Snyderman, and Rosse*

MIC-336(B).* **Immunogenetics.** Basic concepts in genetic transmission, recombination, regulation. Elementary population genetics. Antigens of tissues and organs, distribution, extraction, and chemistry. Phylogeny of isoantigenic systems of man and animals. Tests for histocompatibility including lymphocyte interactions and reactivity. Change in antigenicity and immune responsiveness in carcinogenesis. Immunologic factors in pregnancy and in homotransplantation of organs. Terms: 1 and 2. Weight: 2. *Amos and Ward*

MIC-339(B). Diagnostic Microbiology and Infectious Disease. Introduction to the methods for the laboratory diagnosis of infectious disease and their clinical application. The course will consist of three phases: (1) diagnostic bacteriology in the clinical microbiology laboratory at the V.A.; (2) rounding with infectious disease group at the V.A.; (3) seminar with Dr. Osterhout from 4:00-5:00 p.m. daily. Term: not offered September-December. Weight: 3, 4, or 8. *Suydam Osterhout*

MIC-346(B).* **Fundamentals of Histocompatibility Testing.** A theoretical and laboratory course designed to provide a basic and practical knowledge of current methods of donor selection for bone marrow and organ transplantation. Topics would include identification of HL-A specificities, HL-A genotyping, mixed lymphocyte culture reactions, lymphocyte responses to mitogens and antigens, lymphocyte-antibody-lymphocyte reactions, lymphocyte and mixed agglutination, cross-match techniques, and data storage and retrieval. Terms: 1 and 2. Weight: 3-8. *Amos*

MIC-399(B). Preceptorship in Microbiology and Immunology. An individual reading and/or laboratory course in specialty areas supervised by an individual faculty member. Acceptance, nature of topic, and amount of credit by individual arrangement with proposed faculty member. Every term. Weight: 1-8 per 8 weeks. *Microbiology and Immunology Staff*

MIC-401(B). Pathophysiology of Infectious Diseases. Lecture and seminar course discussing the pathogenesis of infectious diseases including the basic microbiology of the microorganism. This material is presented to allow a better understanding of the means of prevention of infection and the mechanisms of therapy. Term: 4. Weight: 3. *Wilfert, Katz, R. Buckley, Lang, Osterhout, Gutman, and Gallis*

MIC-403(B). Investigative Problems in Disease Caused by Viruses, Mycoplasmas, Bacteria, and Fungi. Introduction to techniques for research with viruses, mycoplasmas, bacteria, and fungi; clinical experience with infectious diseases related to the investigative programs. The student will be involved in some aspect of laboratory research. The student should consult with the investigator with whom work will be done prior to signing up for the course. Every term. Weight: 8. *Lang, Wilfert, Gutman, Hamilton, and Gallis*

MIC-405(B). Research in Immunohematology. The course is designed to provide the opportunity for students to select a project involving immunohematologic techniques and to pursue, through original research, the project conclusion. In particular, projects concerned with complement, red cell lysis, and red cell antigens will be stressed. Close supervision will be provided. Weekly seminars in immunohematology will be held. Library readings will be stressed. Terms: 1, 2, 3, or 4. Weight: 6-8. *Rosse*

MIC-411(B).* **Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of the development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4. *McCarty, Counce, Kaufman, and Padilla*

MIC-420(B).* **Cellular Immunophysiology.** The interaction of immunologically active macromolecules (such as antibodies, complement components, and plant agglutinins) with membrane surfaces and the resulting effects on membrane function and cell physiology will be the principle topics of this course. In particular, emphasis will be placed upon the membrane molecular mechanism of immune lysis, antibody mediated changes of active and passive cation transport in genetically mutant red cells, and lectin induced passive and active permeability changes in lymphocytes and tumor cells. See also PHS-420(B).* Terms: 3 and 4. Weight: 2. *Lauf*

Obstetrics and Gynecology

Professor: Roy T. Parker, M.D. (Med. Coll. of Virginia, 1944), *Chairman*.

Professors: Robert G. Brame, M.D. (North Carolina at Chapel Hill, 1955); Arthur C. Christakos, M.D. (Med. Coll. of South Carolina, 1955); M. Carlyle Crenshaw, Jr., M.D. (Duke, 1956); Charles H. Peete, Jr., M.D. (Harvard, 1947).

Associate Professors: Nels Anderson, Ph.D. (Purdue, 1964); George W. Brumley, M.D. (Duke, 1960); William T. Creasman, M.D. (Baylor, 1960); Charles B. Hammond, M.D. (Duke, 1961); Stanley A. Gall, M.D. (Minnesota, 1962); Marcos J. Pupkin, M.D. (Univ. of Chile, 1960); David W. Schomberg, Ph.D. (Purdue, 1965); Lee Tyrey, Ph.D. (Illinois, 1969).

Associate Clinical Professors: James L. Allen, M.D. (Emory, 1965); John T. Avent, M.D. (Meharry Med. Coll.); Rudy W. Barker, M.D. (North Carolina at Chapel Hill, 1967); David B. Crosland, M.D. (North Carolina at Chapel Hill, 1958); John L. Currie, M.D. (North Carolina at Chapel Hill, 1967); Jerry Lee Danford, M.D. (Duke, 1967); Eleanor B. Easley, M.D. (Duke, 1944); Carl A. Furr, Jr., M.D. (North Carolina at Chapel Hill, 1958); Arned L. Hinshaw, M.D. (Duke, 1964); Clayton J. Jones, M.D. (Tennessee, 1952); Richard L. Lassiter, M.D. (North Carolina at Chapel Hill, 1965); Richard L. Pearse, M.D. (Harvard, 1931); Kenneth A. Podger, M.D. (Duke, 1941); E. Frank Shavender, M.D. (North Carolina at Chapel Hill, 1968); Joseph A. Stephens, M.D. (Pittsburgh, 1952); Thomas A. Stokes, Jr., M.D. (Duke, 1955).

Assistant Professors: W. Allen Addison, M.D. (Duke, 1960); Lillian R. Blackmon, M.D. (Arkansas, 1963); Gale Hill, Ph.D. (Duke, 1966); Frederick Jelovsek, M.D. (Michigan, 1969); John R. Rampone, M.D. (Marquette, 1965); R. Herbert Wiebe, M.D. (Saskatchewan, 1962).

Assistant Clinical Professors: Trogler F. Adkins, M.D. (Duke, 1936); John V. Arey, M.D. (Harvard, 1946); John R. Ashe, Jr., M.D. (Duke, 1948); Yancey G. Culton, Jr., M.D. (Duke, 1956); Lance T. Monroe, M.D. (New York Coll. of Med., 1932); Donald T. Moore, M.D. (Meharry Med. Coll., 1958); William A. Nebel, M.D. (North Carolina at Chapel Hill, 1962); Philip H. Pearce, M.D. (Duke, 1960); Roston M. Williamson, M.D. (Med. Coll. of Georgia, 1951); Robert K. Yowell, M.D. (Duke, 1961).

Research Associates: Constance Douglas, M.D.; Louise A. Kaufmann, B.A.; Larry Kodack, B.A.

Required Course

In Introduction to Clinical Medicine the first-year student receives instruction in the fundamentals of obstetric and gynecologic history and pelvic examinations.

OBG-202—required of all second-year students—consists of nine weeks in general obstetrics and gynecology. Students attend lectures, work daily in the general and special outpatient clinics, and are assigned patients on the obstetric and gynecologic wards. Students share in patient care, teaching exercises, and in daily tutorial sessions with the faculty. Clinical conferences, a gynecologic-

pathology conference, endocrine conferences, and correlative seminars and lectures are included.

Electives

OBG-205(C). Gynecologic Cancer. A survey of malignancy of the reproductive system. The didactic portion of the course is supplemented by presentations of patients currently in therapy on the wards and in the Gynecologic Cancer Clinic. Every term. Weight: 4 or 8. *Creasman, Parker, Rampone, and Schmidt*

OBG-207(C). Pathology: Obstetrical and Gynecological. Study of normal and pathologic processes in the female in the field of obstetrics and gynecology. Current gross and histologic specimens reviewed along with related material in study collections. Clinical, experimental, and theoretical correlations made when applicable. Every term. Weight: 1 or 2. *Rampone, Brame, Gynecology Resident on Surgical Pathology*

OBG-213(C). Preparation for Practice, Cape Fear Valley Hospital, Fayetteville Area Health Education Center. This is a unique opportunity to receive both didactic exposure and clinical experience in obstetrics and gynecology in Cape Fear Valley Hospital, a large community hospital in Fayetteville, North Carolina, where almost 5,000 patients are delivered each year. A student will be expected to function as an intern. The student will actively participate in the care of patients in the labor and delivery rooms, assist at surgery, and render postoperative care. This is a community hospital experience rather heavily weighted in clinical obstetrics. Students will be exposed to a large volume of clinical material. Senior residents from Duke rotate through Cape Fear Valley Hospital. Duke faculty members provide additional guidance. This elective can be mixed, four weeks at Cape Fear Valley Hospital and four weeks at Duke but not for a smaller septum. Every term. Weight: 4 or 8. *Brame, Christakos, Addison, McDaniel, and Staff of Cape Fear Valley Hospital*

OBG-229(C). Endocrinology Seminar. Sessions with discussion of interesting clinical problems and related clinical and basic research in gynecologic endocrinology. Every term. Weight: 1. *Hammond, Wiebe, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-231(C). Clinical Reproductive Endocrinology. Course for students who desire additional basic and clinical instruction in examination, diagnosis and treatment of obstetric and gynecologic patients with endocrinopathy. Course consists of basic instruction in neuroendocrine and endocrine mechanisms correlated with examination and treatment of patients in the Endocrinology Outpatient Clinic. Every term. Weight: 4. *Hammond, Wiebe, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-235(C). Cytogenetics. Indepth course in human cytogenetics in which basic techniques of studying human chromosomes are applied to clinical situation. Terms: 1, 2, 3, or 4. Weight: 3. *Christakos*

OBG-239(C). Perinatal Medicine. A study of clinical factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. The clinical rotation will consist of half time in the delivery room and half time in the nursery. Every term. Weight: 8. *Blackmon and Crenshaw*



OBG-241(C). Family Life Sciences. A clinical correlative study designed to apply contraceptive techniques, genetic counseling, sex education, and demography in the practice of obstetrics and gynecology. Social implications in these various areas will be included. Every term. Weight: 4. *Christakos and Brame*

OBG-243(C). Sex Education. This course is designed to prepare health professionals for dealing with situations involving sex education and counseling. The course consists of two parts, a ten week series of training seminars and sensitivity sessions surveying biological, psychological, sociocultural, and ethical aspects of human sexuality and also providing instruction on techniques of design, organization, and implementation of educational and counseling programs. The final eight weeks of the course will be spent gaining practical experience. Projects may be of the student's design, approved by the committee, or the student may participate in one of the ongoing projects of the committee such as teaching the seventh grade curriculum in the public schools, writing curricula for other grade levels, or designing a course on the college level. Terms: 1 and 2 or 3 and 4. Weight: 3. *Parker, Katz, Christakos, and Shirley Osterhout*

OBG-245(C). Office Gynecology. For students preparing for general practice, medicine, pediatrics, and surgery. Outpatient clinic and emergency room diagnosis and patient care are taught. Every term. Weight: 4 or 8. *Parker and Staff*

OBG-247(C). Clinical Obstetrics. For students preparing for general practice and medicine or pediatrics. Antepartum, intrapartum and postpartum patient care

are stressed and practical experience in the delivery room is provided at an intern level. Every term. Weight: 4 or 8. *Crenshaw, Pupkin, and Staff*

OBG-249(C). Clinical Gynecology. For students preparing for general practice, surgery, and urology. Preoperative diagnosis and preparation and postoperative care are stressed. In addition, minor operative procedures are taught and students assume the responsibilities of an intern. Every term. Weight: 4 or 8. *Peete, Brame, and Staff*

OBG-251(C). Advanced Reproductive Endocrinology. An indepth program to involve students in detailed study of the clinical and laboratory aspects and literature regarding reproductive biology, endocrinology, infertility, and conception control. Course consists of participation in the gynecologic endocrinology clinics, complicated obstetric clinic, infertility clinics, care of inpatients, and pertinent laboratory exposure to techniques of study of reproductive hormonal substances. Terms: 1, 2, 3, and 4. Weight: 8. *Hammond, Wiebe, Anderson, Schomberg, Tyrey, and Fellows on Endocrine Division*

OBG-253(C). Preparation for Practice at Cabarrus Memorial Hospital. This is a unique opportunity to receive both didactic exposure and clinical experience in obstetrics and gynecology at Cabarrus Memorial Hospital, a 400 bed community hospital in Concord, North Carolina. A student will be expected to function as an intern, and will actively participate in the care of patients in the labor and delivery rooms, assist at surgery, render postoperative care and be exposed to the office practice of obstetrics and gynecology in a small community. The student will be provided a room, but will be responsible for meals (available at hospital). This elective can be mixed, four weeks at Cabarrus and four weeks at Duke, but not for a smaller septum. Arrangements must be made with Dr. Parker. Every term. Weight: 8 (or 4). *Parker, Ashe, and Staff of Duke and Cabarrus*

Ophthalmology

Professor: Joseph A. C. Wadsworth, M.D. (Duke, 1939), *Chairman*.

Professors: Myron L. Wolbarsht, Ph.D. (Johns Hopkins, 1958); Maurice B. Landers III, M.D. (Michigan, 1963); W. Banks Anderson, Jr., M.D. (Harvard, 1956).

Associate Professors: Arthur C. Chandler, Jr., M.D. (Duke, 1959); John W. Reed, M.D. (Bowman Gray, 1962).

Assistant Professors: M. Bruce Shields, M.D. (Oklahoma, 1966); Charles F. Sydnor, M.D. (Virginia, 1969); Bill S. Yamanashi, Ph.D. (Massachusetts Inst. of Tech., 1969).

Assistant Clinical Professor: Judy H. Seaber, B.A. (Emory, 1962).

Clinical Associates: Robert E. Dawson, M.D. (Meharry, 1943); J. Thomas Foster, M.D. (Duke, 1958); William R. Harris, M.D. (North Carolina at Chapel Hill, 1956); Edward K. Isbey, Jr., M.D. (Wayne, 1955); Martin J. Kreshon, M.D. (Marquette, 1954); W. Hampton Lefler, M.D. (Bowman Gray, 1963); Samuel D. McPherson, Jr., M.D. (Johns Hopkins, 1943); Edward E. Moore, M.D. (Harvard, 1942); Van B. Noah, M.D. (Bowman Gray, 1966); Henry G. Wagner, M.D. (George Washington, 1942).

Electives

OPH-201(C). Investigative Ophthalmology. The student is assigned a project relating to basic ophthalmologic problems. Technical assistance, sufficient equipment and laboratory animals are supplied for the completion of the project. The student is expected to attend lectures scheduled for the house staff. Every term. Weight: 4-8. *Anderson, Landers, and Wolbarsht*

OPH-203(C). General Ophthalmology. A clinical preceptorship in which the student will participate and observe in the regular house staff activities, conferences, lectures, patient care, and treatment including surgery. Emphasis on the use of specialized ophthalmic apparatus is emphasized. Every term. Weight: 3-8. *Chandler and Landers*

OPH-205(C). Medical Ophthalmology. The ophthalmic signs and symptoms of systemic disease are presented through patient examination and lectures. Oriented for those students interested primarily in pediatrics, internal medicine, or ophthalmology. Terms: 1, 2, 3, or 4. Weight: 1. *Chandler and Shields*

OPH-211(C). Neuro-Ophthalmology. Experience is provided in application of ophthalmic diagnostic technique toward the diagnosis of central nervous system and related ocular diseases. Clinical case and research review is included. Special instrument utilization is emphasized. Permission of instructor is required. Terms: 1, 2, 3, or 4. Weight: 1 or 2. *Anderson and Sydnor*

OPH-213(C). Ophthalmic Pathology. The student will review all ophthalmic pathology specimens submitted weekly and any pertinent permanent specimens, and will also aid in presentation of cases at weekly ophthalmic pathology conferences. Every term. Weight: 1. *Wadsworth*

OPH-215(C). Ocular Diseases in Children. The study of ocular disease in children includes muscular imbalances, congenital disorders, and neoplastic diseases to acquaint the student with a special pediatric and ophthalmologic phase. Term: special arrangements only. Weight: 1. *Chandler*

Pathology

Professors: Robert B. Jennings, M.D. (Northwestern, 1950), *Chairman*; Thomas D. Kinney, M.D. (Duke, 1936), *Chairman Emeritus and R.J. Reynolds Professor of Medical Education*.

Professors: Bernard F. Fetter, M.D. (Duke, 1944); Donald B. Hackel, M.D. (Harvard, 1946); William W. Johnston, M.D. (Duke, 1959); Gordon K. Klintworth, M.D. (Univ. of Witwatersrand, 1957), Ph.D. (Univ. of Witwatersrand, South Africa, 1966); Philip C. Pratt, M.D. (Johns Hopkins, 1944); Joachim R. Sommer, M.D. (Munich, 1951); F. Stephen Vogel, (Western Reserve, 1944); Benjamin Wittels, M.D. (Minnesota, 1952).

Associate Professors: Dolph O. Adams, M.D. (Med. Coll. of Georgia, 1965); Ph.D. (North Carolina at Chapel Hill, 1972); Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971); Edward H. Bossen, M.D. (Duke, 1965); William D. Bradford, M.D. (Western Reserve, 1958); Charles A. Daniels, M.D. (Vanderbilt, 1966), Ph.D. (Duke, 1971); Jane G. Echlepp, M.D. (Chicago, 1955), Ph.D. (Iowa, 1948); C. Craig Tisher, M.D. (Washington Univ., 1961); Frances King Widmann, M.D. (Case Western Reserve, 1960); Peter Zwadyk, Ph.D. (Iowa, 1971).

Assistant Professors: Peter H. Anderson, Ph.D. (Oregon, 1972); Peter Burger, M.D. (Northwestern, 1966); Frank Dorsey, Ph.D. (Duke, 1971); Jane T. Gaede, M.D. (Duke, 1966); Doyle G. Graham, M.D. (Duke, 1966), Ph.D. (Duke, 1971); Hal K. Hawkins, M.D. (Duke, 1972), Ph.D. (Duke, 1971); Ralph C. McCoy, M.D. (Emory, 1967); Salvatore Pizzo, M.D. (Duke, 1972), Ph.D. (Duke, 1973); Keith A. Reimer, M.D. (Northwestern, 1972), Ph.D. (Northwestern, 1971); John D. Shelburne, M.D. (Duke, 1972), Ph.D. (Duke, 1971).

Associates: Patricia Ruth Ashton, A.B. (Goucher College, 1963); John M. Harrelson, M.D. (Duke, 1965); J.E. Phillip Pickett, H.T.; Margaret C. Schmidt, M.A. (Louisville, 1969).

Research Associates: Susan Harward, Ph.D. (Duke, 1974); Mary LuSan Hill; Lieselotte Kemper; Carol W. Lewis, Ph.D. (North Carolina at Chapel Hill, 1972); Eileen Mikat, M.A. (Duke, 1969).

Required Course

PTH-200—the core course in pathology—is given during the second term of the first year. Fundamentals of pathology are presented by correlating gross and microscopic material to illustrate the structural changes in disease. Lectures dealing with broad concepts of disease processes are presented by senior faculty, and conferences with small groups of students are held under the guidance of staff members. Etiology and pathogenesis of disease, as well as the experimental approach are emphasized for the purpose of correlation with clinical disease. In addition to group work, conferences are scheduled to discuss problems derived from autopsies. Students are required to collaborate in postmortem studies and present cases in clinical-pathologic conferences under the direction of the staff.

Electives

PTH-201(B).* The Pathologic Basis for Clinical Medicine. Disease processes will be studied in terms of organ systems, with the intention of enabling students to crystallize the basic processes studied in Pathology 200. Clinicopathologic correlation will be stressed, utilizing gross and microscopic examples of disease processes, case studies, lectures, and demonstrations. This is a survey course and does not treat any one subject in great depth. Term: 1. Weight: 4. *Hackel and Staff*

PTH-203(B).* Ophthalmic Pathology. This course is designed for students with an interest in ophthalmic diseases and particularly for those planning a career in pathology or ophthalmology. It will consist of lectures, seminars, and laboratory sessions. The normal anatomy and embryology of the eye will be reviewed, and the various reactions of the eye to injury will be studied in gross and microscopic specimens. The more common diseases will be considered in detail. Term: 1. Weight: 3. *Klintworth*

PTH-207(B). Cytopathology Preceptorship. This course consists of a full-time rotation by the student in the diagnostic cytopathology laboratories. By working with the laboratory staff, the student will explore in detail the role played by exfoliative cytopathology in the diagnosis of disease. Although not a requirement, the student will be encouraged to pursue special research projects. Term: all except the regular term 1. Weight: 8. *Johnston, Bossen, and Ashton*

PTH-223(B). Autopsy Pathology. The course is intended to introduce students to the autopsy as an investigative tool; anatomic-clinical correlation is emphasized. Students work directly with one or more members of the Pathology Department. They will first assist at autopsies and then perform autopsies under supervision. They will work up these cases with particular attention to correlations with clinical and experimental medicine, prepare the final autopsy reports on them, and will work essentially at the level of a house officer. Students will be expected to present their findings at staff conferences. If the course is oversubscribed, the students will be chosen by lot. Every term. Weight: 8. *Adams and Staff*

PTH-225(B).* Cardiovascular Pathology. Cardiovascular disease processes will be studied, reviewing anatomic, embryologic, and physiologic features, and utilizing case material and gross specimens. Clinicopathologic correlation will be stressed. Term: 1. Weight: 2. *Hackel, Reimer, and Ideker*

PTH-235(B). Pathology of the Oral Regions. A survey course covering all aspects of oral pathology—developmental abnormalities; odontogenic tumors and cysts; white, pigmented, and inflammatory lesions; salivary gland pathology; and neoplastic lesions of soft tissues and bone. Clinicopathologic correlation will be stressed. Term: 3. Weight: 2. *Wescott*

PTH-237(B). Surgical Pathology. This course is designed for the student who wishes more experience in the study of disease. Although the course is entitled *Surgical Pathology*, this does not imply interest solely in the individual oriented to surgery. Problems in dermatology, gynecology, orthopaedics, general surgery, internal medicine, and other specialties will be considered. The program of study will consist of lectures, demonstrations, and laboratory work. Microscope required (limited number available on loan). Term: 4. Weight: 4. *Fetter*

PTH-342(B). Special Topics in Pathology. Special problems in pathology will be studied with a member of the senior staff; the subject matter will be individually arranged. Permission of instructor required. Every term. Weight: 1-8 per 8 weeks. *Jennings and Staff*

PTH-346(B).* **Subcellular and Molecular Pathology.** This course is designed for students wishing to broaden their knowledge of cellular structure and cellular pathology. A series of lectures and seminars will be presented on the alterations in cellular structure and associated function that accompany cell injury. Ultrastructural changes in selected human diseases will be discussed in detail with emphasis on diagnosis and pathogenesis. Terms: 1 and 2. Weight: 3. *Hawkins, Jennings, Shelburne, and Sommer*

PTH-348(B). Practical Surgical Pathology. This course will be in the form of an apprenticeship in which the student will work closely with the resident in the actual preparation and diagnosis of tissue changes. Microscope required (limited number available on loan). Every term. Weight: 8. *Fetter and Staff*

PTH-353(B).* **Neuropathology.** A view of neuropathology that emphasizes clinicopathologic correlation. Term: 1. Weight: 3. *Vogel and Staff*

PTH-359(B).* **Fundamentals of Electron Microscopy.** Emphasis will be placed on the theory and application of electron microscopy to ultrastructural pathology. The methods relating to electron microscopy, as well as phase and polarization microscopy, will be considered. Laboratory experience will be included. Terms: 1 and 2. Weight: 2. *Hawkins, Shelburne, and Sommer*

PTH-360(B).* **Histochemistry.** Theoretical basis of methods for cellular and subcellular localization of chemical constituents. Lectures and laboratory sessions emphasizing modern techniques for tissue preservation and intracellular localization and identification of natural products and enzymes. Term: 4. Weight: 2. *Sommer, Bossen, Daniels, Hawkins, and Shelburne*

PTH-362(B).* **Pathology of the Kidney.** This course is a comprehensive study of pathological, immunological, and clinical features of the various types of glomerulonephritis, nephrotic syndrome, and pyelonephritis, as well as of metabolic, congenital, and neoplastic renal disorders. Lectures will be supplemented with gross and microscopic specimens, demonstrations, and special library studies. Term: 2. Weight: 3. *Tisher and McCoy*

PTH-364(B). Orthopaedic Pathology. Special problems in orthopaedic pathology will be dealt with beginning with a discussion of the development of connective tissue with special emphasis on bone and muscle. Bone tumors, metabolic diseases, and traumatic problems will be considered. Term: 4. Weight: 2. *Harrelson*

PTH-366(B).* **Pulmonary Pathology and Postmortem Pathophysiology.** Emphasis will be on pulmonary pathology and pathophysiology of infectious, metabolic, environmental, and neoplastic diseases, and certain diseases of unknown etiology (e.g. sarcoid, alveolar proteinosis, etc.). Ventilatory experiments will be done on excised human lungs. Term: 2. Weight: 3. *Pratt*

PTH-368(B). Seminar in Neonatal and Pediatric Pathology. This is a seminar course covering specific topics in developmental anatomy and major pathologic processes of the brain, lung, gastrointestinal, and urinary tracts. Emphasis will be on gross, microscopic pathology, and clinicopathologic correlation. These students will assume responsibility for presentations of material in individual seminars. Designed for students entering pathology and clinical pediatrics. Term: 3. Weight: 2. *Bradford*

PTH-371(B). The Laboratory Basis for Clinical Medicine. This course will emphasize evaluation and interpretation of laboratory data relative to pathophysiological processes. Development of judgment and selectivity in utilizing laboratory tests will be taught. Course will consist of lectures and conferences.

Clinicopathologic correlation will be stressed by detailed case studies of specific patients. Term: 3. Weight: 2. *Gaede, Widmann, Pratt, Anderson, and Zwadyk*

PTH-372(B). Environmental Diseases. The course features guest lecturers and student presentations to cover examples of disease produced by technological exploitation of the earth and life style. Subjects include population, respiration-air and ocean, and examples of diseases due to asbestos, lead, mercury, hydrocarbons, carcinogens, organic dusts, DDT, cigarette smoke, etc. Term: 3. Weight: 2. *Pratt and Lynn*

PTH-374(B).* Pulmonary Structure and Function Seminar. Current and exemplar pathological material on lungs, including gross, histologic, and electron microscopic data, is correlated with *in vitro* function and clinical features; physiological measurements; and roentgenographic findings. The structural features of the types of reaction of lung cells to injury are interpreted against this background. Such demonstration material is correlated by lectures. Every term. Weight: 1. *Pratt and Lynn*

PTH-375(B).* Immunopathology. A study of the patho-anatomy of diseases of man in which the immune system plays an important role, including autoimmune diseases, the collagen diseases, graft rejection, and immunologic aspects of cancer. The format will consist of a series of lectures on the clinicopathological changes seen in immunopathological diseases of man. Term: 4. Weight: 1. *Daniels, Adams, Bigner, Bossen, and McCoy*

PTH-376(B).* Pathology of Virus Infections. In this course the pathological effects of viruses will be discussed. The format will consist of a series of student-oriented seminars and microscopic studies of human case materials. The clinical, pathological, immunological, and epidemiological aspects of human virus diseases will be stressed. Terms: 1 and 2. Weight: 3. *Daniels*

PTH-378(B). Seminars in Hematology. This is a systematic survey of the pathophysiology and morphology of human hematological diseases. Each student will survey the literature on several topics and prepare an oral presentation which will be critically discussed by the group. Opportunity for experience in blood, marrow, and lymph node analysis will be available. Term: 3. Weight: 2. *Wittels*

PTH-380(B). Surgical Pathology with Emphasis on Electron Microscopy. This course will be in the form of an apprenticeship in which the student will become engaged in the actual preparation and diagnosis of tissue changes using both light and electron microscopy. The student will learn how to operate the electron microscope. Terms: 1 and 2; Summer Terms I and II. Weight: 8. *Shelburne and Vollmer*

Pediatrics

Wilbert C. Davison Professor: Samuel L. Katz, M.D. (Harvard, 1952), *Chairman*.

Professors: Jay M. Arena, M.D. (Duke, 1932); Rebecca H. Buckley, M.D. (North Carolina at Chapel Hill, 1958); Susan C. Dees, M.D. (Johns Hopkins, 1934); Thomas E. Frothingham, M.D. (Harvard, 1933); Herman Grossman, M.D. (Columbia, 1953); James B. Sidbury Professor Jerome S. Harris, M.D. (Harvard, 1933); David J. Lang, M.D. (Harvard, 1958); James B. Sidbury, Jr., M.D. (Columbia, 1947); Madison S. Spach, M.D. (Duke, 1964).

Associate Professors: Page A. W. Anderson, M.D. (Duke, 1963); Roger C. Barr, Ph.D. (Duke, 1968); Lillian Blackmon, M.D. (Arkansas, 1963); George W. Brumley, M.D., (Duke, 1960); John M. Falletta, M.D. (Kansas, 1966); Howard Filston, M.D. (Western Reserve, 1962); Stuart Handwerger, M.D. (Maryland, 1964); Charles R. Roe, M.D. (Duke, 1964); Alexander Spock, M.D. (Maryland, 1955); Catherine M. Wilfert, M.D. (Harvard, 1962).



Assistant Professors: D. Woodrow Benson, M.D. (Duke, 1972); William D. Bradford, M.D. (Western Reserve, 1958); J. Gordon Burch, M.D. (Alberta, 1967); M. Carlyle Crenshaw, Jr., M.D. (Duke, 1956); Sam Edwards, M.D. (Duke, 1968); Seymour Grufferman, M.D. (State Univ. of New York, Syracuse, 1964); Laura T. Gutman, M.D. (Stanford, 1963); Harold J. Harris, M.D. (Long Island Coll. of Med., Brooklyn, 1949); Ziad H. Idriss, M.D. (American Univ. of Beirut, Lebanon, 1970); J. David Jones, M.D. (Duke, 1954); Sue Y. S. Kimm, M.D. (Yale, 1964); Ronald P. Krueger, M.D. (Duke, 1954); Shirley K. Osterhout, M.D. (Duke, 1957); Talmage Peele, M.D. (Duke, 1934); M. Henderson Rourk, Jr., M.D. (Pennsylvania, 1963); Gerald Serwer, M.D. (Duke, 1971); Raymond Sturmer, M.D. (Georgetown, 1968).

Associates: Jane E. Brazy, M.D. (Washington Univ., 1972); Ann Cantor, M.D. (California at San Francisco, 1971); Stephen H. Gehlbach, M.D. (Western Reserve, 1968); Deborah W. Kredich, M.D. (Michigan, 1962); Charles F. Lanning, M.D. (Kansas, 1969); Aglaia N. O'Quinn, M.D. (Duke, 1965); Roberta Smith, M.D. (Duke, 1966); Theodore R. Sunder, M.D. (Jefferson, 1972); Robert Thompson, Ph.D. (North Dakota, 1971); J. Samuel Zigler, Ph.D. (Duke, 1972).

Consultant and Lecturer: Angus M. McBryde, M.D. (Pennsylvania, 1928).

Clinical Professor: William J. A. DeMaria, M.D. (Duke, 1948).

Associate Clinical Professors: William L. London, M.D. (North Carolina at Chapel Hill, 1955); George M. Lyon, Jr., M.D. (Duke, 1961); A. W. Renauart III, M.D. (Duke, 1955); Evelyn Schmidt, M.D. (Duke, 1951); Bailey D. Webb, M.D. (Duke, 1946), Ph.D. (North Carolina, 1941).

Assistant Clinical Professor: Clarence Bailey, M.D. (North Carolina at Chapel Hill, 1955); William A. Cleland, M.D. (Howard, 1933); Nelle S. Moseley, M.D. (Med. Coll. of Georgia, 1957); Charles B. Neal, M.D. (Duke, 1955); A. Douglas Rice, M.D. (Duke, 1951); S. Winston Singleton, M.B. (Manchester, England, 1952); W. Samuel Yancy, M.D. (Duke, 1965).

Clinical Associates: Lillis Altshuller, M.D. (Cincinnati, 1960); Joanne Barton, M.Sc. (Kentucky, 1974); Elizabeth Burkett, M.S.N. (North Carolina, 1975); David L. Fuller, M.D. (Washington Univ., 1973); Jerri Oehler, M.S.N. (Med. Coll. of Virginia, 1970); James B. Rouse, M.D. (Duke, 1965); Janice D. Stratton, M.D. (Tulane, 1961); Joseph Whatley, M.D. (Duke, 1958); Beverly L. Wittkopp, M.D. (Wisconsin, 1974).

Assistant Medical Research Professor: Kwok-Sing Cheung, Ph.D. (Saskatchewan, 1971).

Required Course

PED-200—the basic course in pediatrics for all students—is an eight-week clerkship in the second year. Its principal aim is to provide an exposure to the field of child health. The student has a varying series of experiences which should give a grasp of the concepts that underlie the discipline. Goals should be to acquire familiarity and competence with the basic tools of information-gathering—the history, physical examination, and laboratory data—and to develop an approach to the integration of this material for the solution of problems of health and illness in

infancy, childhood, and adolescence. This should be accomplished with continuing reference to the basic principles of pathophysiology encountered in the first year courses.

Those patients to whom the student is assigned will provide the focus for case studies. In addition to the careful history and physician examination which must be recorded, the student is expected to organize an appropriate differential diagnosis and to seek and read pertinent reference material relevant to each patient. The student should learn to present each case verbally in an organized and succinct fashion, to follow the patient's progress, and to interpret all studies which are performed. The student is expected to learn from a number of sources: standard textbooks and journals, current publications and conferences, and also from people—house staff, faculty, nurses, parents, and all others with whom contact is made in the clinical setting.

Objectives should also include an understanding of the roles played in pediatrics by other members of the health care team, both in the ambulatory and hospital settings. Patient care may include nurse, social worker, recreation therapist, psychologist, physiotherapist, dietitian, and/or others. The eight weeks will be divided to include time in two of the following settings: (a) outpatient clinics and emergency room, (b) Howland Ward, and (c) Durham County General Hospital. Each student spends one week in the nurseries. Usually, it is possible to schedule some of the assignments to meet student preference.

Electives

PED-203(C). Pediatric Neurology. Students will examine patients with neurological and convulsive disorders on the wards and clinics of Duke Hospital, at the Lenox D. Baker Cerebral Palsy Hospital, the Developmental Evaluation Clinic, and in the inpatient facilities of the Murdoch Center. Emphasis is placed on the neurological examination and the investigation and management of acute and chronic nervous system disorders of childhood. Research opportunities are also available for the interested student. Terms: 1, 2, 3, or 4. Weight: 8. *Sunder and Staff*

PED-215(C). Endocrine Disorders in Children. Students sees clinical endocrine patients by participating in the Pediatric Endocrine Clinics. Stress is placed upon application of hormone assay to the diagnosis of endocrine disorders in childhood. Every term. Weight: 8. *Handwerger, Roe, and Moseley*

PED-217(C). Pediatric Hematology and Oncology. Includes all aspects of clinical and laboratory pediatric hematology, as well as the diagnostic evaluation, care, and treatment of patients with malignant diseases. Emphasis will be placed on fundamental concepts. There will be daily ward rounds, a weekly clinic, a weekly slide conference, and weekly seminars, as well as assigned reading. Students will be encouraged to engage in some individual clinical or laboratory project during the period of the course. Every term. Weight: 8. *Falletta and Lyon*

PED-221(C). Poison Control. Primarily a seminar course with one two-hour conference per week scheduled for student discussion on assigned topics. The student may participate in clinical functions of the center and may choose to be on call for the treatment of these cases in the emergency room or the ward. This is a student-oriented teaching program and individual projects on the subject may also be carried out. Terms: 1, 2, 3, or 4. Weight: 2. *Shirley Osterhout*

PED-223(C). The Pediatrician in the Community. Beyond the walls of the hospital and medical center, pediatricians perform a number of services. They may conduct private office practices which demand high competence in the art and science of medicine and continuing imaginative adaptation to changing patterns of community health problems. They must assume central roles as the child ad-

vocates in connection with pressures from enthusiasts for particular child-rearing practices. As consultants, they may profoundly influence for better or worse local school, health department, and service-organization programs. In the care of patients with developmental disability, pediatricians must know how to work with a wide variety of specialized professionals to achieve the best possible diagnosis and management of these complex problems. Through discussions with faculty, reading, and observation of professionals at work, the student is introduced to the these roles. The student is encouraged to select areas for indepth examination and active participation according to interests, background, and anticipated career goals. Every term except Summer Term II. Weight: up to 8. *Frothingham*

PED-225(C). Neonatology. Students will have patient care responsibilities and experiences in the Full-Term Newborn and Intensive Care Nurseries. Included will be discussions of prenatal hazards, resuscitation, and care of the normal newborn and premature infant. Emphasis is placed on the initiation of parent-child relationships and the management of the normal and stressed neonate. Every term. Weight: 4. *Blackmon and R. Smith*

PED-227(C). Behavioral Aspects of Pediatrics. The purpose of this course is to provide training and experience in recognizing and managing the emotional reactions of children to medical illness. An integral aspect of this course will be clinical interviews with selected family members to determine the impact of serious pediatric illness on the emotional health and well being of family members. Terms: 1, 2, 3, or 4; Summer Term I. Weight: 2-6. *Jones, Yancy, and Ms. Ivler*

PED-231(C). Clinical Pediatric Cardiology. Provides an intensive learning experience in clinical childhood heart disease. Emphasis is placed on preoperative and postoperative management of children with operable heart disease. Scope: history, physical examination, and special techniques (electrocardiography, phonocardiography, echocardiography, cardiac catheterization, and cineangiocardiography). All students are required to meet with one of the instructors prior to enrolling in this course. Every term. Weight: 8, 4 (only with special permission of instructors). *Anderson, Benson, Edwards, Serwer, and Spach*

PED-233(C). Allergy, Clinical Immunology, and Pulmonary Diseases. Clinical evaluation and practice in use of methods of diagnosis and treatment of allergic disorders, cystic fibrosis, and other pulmonary diseases; immunologic deficiency states; and autoimmune disorders. Scope: history, physical examination, skin and pulmonary function tests, allergen preparation, sweat testing, and a variety of clinical immunologic tests. Every term. Weight: 8. *R. Buckley, S. Dees, Spock, and Rourk*

PED-239(C). Perinatal Medicine. A study of factors during pregnancy, labor, delivery, and the first month of life. Emphasis will be placed on abnormal conditions of pregnancy as related to the infant, prenatal pathological conditions adversely afflicting the fetus and newborn, and early management of the infant. Current problems in maternal-fetal relationships will be outlined. The clinical rotation will consist of half time in the delivery room and half time in the nursery (FTN and ICN). See also OBG-239(C) and PED-225(C). Every term. weight: 8. *Blackmon and Crenshaw*

PED-241(C). Pediatric Nephrology. Course is designed to provide experience in diagnosis, natural history, and treatment of acute and chronic disorders of the kidney in children. Students are also exposed to the management of fluid and electrolyte disorders in infants and children. Every term. Weight: 6-8. *Gray, Krueger, and DeMaria*

PED-243(C). Adolescent Medicine. Students will see adolescents in outpatient clinic. Emphasis to be placed on the behavioral and developmental aspects of adolescence, drug abuse, and the pregnant teenager. Tutorial and supervisory time to discuss specific patients and pertinent literature will be arranged. Every term. Weight: 2. Yancy

Physiology and Pharmacology

Professor John V. Salzano, Ph.D. (Iowa, 1956), *Acting Chairman.*

Professors: Jacob J. Blum, Ph.D. (Chicago, 1952); Irving T. Diamond, Ph.D. (Chicago, 1953); Frans F. Jöbsis, Ph.D. (Michigan, 1958); Edward A. Johnson, M.D. (Univ. of Sheffield, 1953); Leon Lack, Ph.D. (Columbia, 1953); John W. Moore, Ph.D. (Virginia, 1954); Athos Ottolenghi, M.D. (Univ. of Pavia, 1946); Saul M. Schanberg, M.D. (Yale, 1964), Ph.D. (Yale, 1961); George G. Somjen, M.D. (New Zealand, 1961); Pelham Wilder, Ph.D. (Harvard, 1950).

Associate Professors: Nels C. Anderson, Ph.D. (Purdue, 1964); Peter B. Bennett, Ph.D. (Univ. of Southampton, 1964); James Clapp, M.D. (North Carolina at Chapel Hill, 1957); Robert P. Erickson, Ph.D. (Brown, 1958); John W. Gutknecht, Ph.D. (North Carolina at Chapel Hill, 1963); J. A. Kylstra, M.D. (Leiden, Holland, 1952); Peter K. Lauf, M.D. (Univ. of Freiburg, 1960); Melvyn Lieberman, Ph.D. (State Univ. of New York, Downstate Med. Ctr., 1964); Thomas J. McManus, M.D. (Boston, 1955); Lorne Mendell, Ph.D. (Massachusetts Inst. of Tech., 1965); Daniel B. Menzel, Ph.D. (California at Berkeley, 1962); Elliott Mills, Ph.D. (Columbia, 1964); George M. Padilla, Ph.D. (California at Los Angeles, 1960); Theodore Slotkin, Ph.D. (Rochester, 1970); Madison Spach, M.D. (Duke, 1954); Myron Wolbarsh, Ph.D. (Johns Hopkins, 1958).

Assistant Professors: Robert W. Anderson, Ph.D. (Northwestern, 1964); Reginald D. Carter, Ph.D. (Bowman Gray, 1970); Everett H. Ellinwood, M.D. (North Carolina at Chapel Hill, 1959); James C. Fuchs, M.D. (Johns Hopkins, 1964); Joseph C. Greenfield, M.D. (Emory, 1956); Laura E. Gutman, M.D. (Stanford, 1962); James E. Hall, Ph.D. (California at Riverside, 1968); Stuart Handwerger, M.D. (Maryland, 1964); Franklin G. Hempel, Ph.D. (Texas, 1969); R. Scott Jones, M.D. (Texas, 1961); Harold E. Lebovitz, M.D. (Pittsburgh, 1956); Lazaro J. Mandel, Ph.D. (Pennsylvania, 1969); Thomas T. Norton, Ph.D. (California, 1970); Gerald M. Rosen, Ph.D. (Clarkson Coll. of Tech., 1969); Myron Rosenthal, Ph.D. (Duke, 1969); David W. Schomberg, Ph.D. (Purdue, 1965); Harold C. Strauss, M.D. (McGill, 1964); Howard Wachtel, Ph.D. (New York Univ., 1967); Andrew G. Wallace, M.D. (Duke, 1959); Andrew Wechsler, M.D. (State Univ. of New York, 1964); William E. Yarger, M.D. (Baylor, 1963).

Medical Research Assistant Professors: Mohamed Abou-Donia, Ph.D. (California at Berkeley, 1966); Gilbert Baumann, Ph.D. (Swiss Federal Inst. of Tech., 1968); Ping Beall, Ph.D. (Tulane, 1967); Walter Duran, Ph.D. (Catholic Univ. of Chile, 1965; Duke, 1975); Ronald W. Joyner, M.D. (Duke, 1974), Ph.D. (Duke, 1973); Andres Manring, Ph.D. (Ohio State Univ., 1970); Philip A. McHale, Ph.D. (Duke, 1972); Fidel Ramon, M.D. (Univ. of Mexico, 1964), Ph.D. (Duke, 1974); Brij Shrivastav, Ph.D. (Univ. of Western Ontario, London, 1968); Sidney A. Simon, Ph.D. (Northwestern, 1973); Avis Sylvia, Ph.D. (North Carolina at Chapel Hill, 1973).

Associates: Page A. W. Anderson, M.D. (Duke, 1963); Robert J. Bache, M.D. (Harvard, 1964); Fred Cobb, M.D. (Mississippi, 1964); Peter G. Kaufman, Ph.D. (Chicago, 1971); Wilkie A. Wilson, Jr., Ph.D. (Duke, 1971).

Adjunct Professors: David L. Coffin, V.M.D. (Pennsylvania, 1938); Pedro Cuatrecasas, M.D. (Washington Univ., 1962); William F. Durham, Ph.D. (Emory, 1950); Leon Golberg, D.Sc. (Univ. of Witwatersrand, 1946); George H. Hitchings, Ph.D. (Harvard, 1933); Robert A. Maxwell, Ph.D. (Princeton, 1954); Charles A. Nichol, Ph.D. (Wisconsin, 1949).

Adjunct Associate Professors: Gertrude B. Elion, D.Sc. (George Washington, 1969); Herbert S. Posner, Ph.D. (George Washington, 1958); James M. Schooler, Jr., Ph.D. (Wisconsin, 1964); Richard W. Welch, Ph.D. (Jefferson Med. Coll., 1962).

Adjunct Assistant Professors: Phillip W. Albro, Ph.D. (St. Louis Univ., 1968); Ronald J. Baron, Ph.D. (North Carolina State, 1962); Donald E. Gardner, Ph.D. (Cincinnati, 1971); Donald H. Namm, Ph.D. (Albany Med. School, 1965); Lawrence W. Reiter, Ph.D. (Kansas, 1970).

Adjunct Associate: Charles R. Horres, Ph.D. (Duke, 1975).

Required Courses

PHS-200—Human Physiology—a core course in integrated organ and cellular physiology presented in six sections: cardiovascular, respiratory, renal, gastrointestinal, endocrine, and neurophysiology. Emphasis is placed on applied as well as fundamental concepts of human physiology relevant to the study of human disease. Required of first-year medical students; other students need permission to

enroll. Five lectures per week, with additional review and clinical correlation conferences, and elective tutorials. Term: fall. 7 units.

PHS-250—**Pharmacology: Mode of Action of Drugs**—studies and discussion of the pharmacological action of drugs in terms of biochemical and physiological processes. Three lectures and one conference per week. Prerequisite: PHS-200 or equivalent. Term: spring. 4 units.

Electives

PHS-205(B). Peripheral Circulation in Health and Disease. Topics in physiology and pharmacology of peripheral circulation. Analysis and evaluation of experimental and clinical studies relating to selected diseases of the circulation. Not offered for graduate school credit. Designed to be most valuable to the medical student as part of a coordinated program of study such as the Cardiovascular Study Program. Term: 2. Weight: 1. *Mills*

PHS-207(B). The Heart in Health and Disease. Physiology and pharmacology in the organ systems level, including cardiac electrophysiology and mechanics, arrhythmias, ventricular-atrial function, congenital disordered function, coronary blood flow, and cardiovascular control mechanisms. Not offered for graduate school credit. Designed to be most valuable to the medical student as part of a coordinated program of study such as the Cardiovascular Study Program. Term: 1. Weight: 1. *Johnson, Greenfield, Spach, Strauss, and Anderson*

PHS-208(B). Respiratory System in Health and Disease. Primary emphasis is on the physiology of respiration. Topics covered include pulmonary mechanics; gas exchange; ventilation-perfusion relationships; central and peripheral regulation of ventilation; and respiratory responses to exercise, altitude, and hyperbaric environments. Terms: 3 and 4. Weight: 2. *Salzano and Kylstra*

PHS-212(B).* Membrane Physiology and Osmoregulation. Physiology of aquatic and terrestrial organisms, with emphasis on fluid and electrolyte balance, membrane transport processes and electrophysiology. The course includes lecture and laboratory work on the functions, mechanisms, and comparative aspects of ionic and osmotic regulation. Term: Summer Term II. Weight: 9 per 8 weeks. *Gutknecht and Staff*

PHS-215(B).* Topics in Developmental Physiology and Pharmacology. An analysis of physiological basis of development at the organ level with special reference to vertebrates. Topics will include development of neuronal connections, cardiogenesis, and hormonal regulation in organogenesis. Terms: 3 and 4. Weight: 2 per 16 weeks. *Mendell, Lieberman, and Padilla*

PHS-217(B).* Membrane Transport. The physical-chemical basis of ion transport in water and thin lipid films, the solution and application of transport equations, the chemical composition and ultrastructure of biological membranes, the characteristics of non-electrolyte, anion, and cation transport in red blood cells including passive and active carrier transport, the integration of these processes to transport molecules across epithelial tissues, and the use of noise measurements to investigate possible mechanisms of voltage dependent conductances. Terms: 1 and 2. Weight: 3 per 16 weeks. *Hall, Lauf, Mandel, and Simon*

PHS-219(B). Tutorial in Physiology and Pharmacology. Guided independent study of original literature and/or laboratory experience. Open to all students; required of those electing a preclinical base in the Department of Physiology and Pharmacology. Every term. Weight: 3 per 8 weeks. *Lauf and Staff*

PHS-222(B).* **Marine Electrobiology.** Studies of the physiology and behavioral consequences of bioelectric activity ranging from the cell membrane to the interanimal communication level. Laboratory work deals with bioelectric recording and stimulation techniques, with particular emphasis placed on electrophysiological studies of marine organisms wherein cellular correlates of animal behavior are clearly seen. Topics include the ionic basis of bioelectric signals to particular behavior patterns, the effect of externally applied electric fields, and bioelectric communication and navigation systems. Term: Summer Term II. Weight: 6 units per 5 weeks. *Wachtel and Wolbarsht*

PHS-225(B).* **An Introduction to Neuronal Physiology and Pharmacology.** A survey of the properties of excitable membranes in qualitative terms, including impulse generation and conduction in different types of nerves, the effects of pharmacological agents on electrical properties of membranes, the physiological and pharmacological aspects of synaptic and neuromuscular transmission, and biophysics of receptor cells. A practical introduction to electrophysiological techniques is presented in PHS-386 which supplements this course. Advanced quantitative approaches to membrane biophysics including voltage clamp techniques are covered in PHS-416. Terms: 1 and 2. Weight: 3 per 16 weeks. *Moore, Wachtel, and Wolbarsht*

PHS-252(B).* **Cellular and Chemical Pharmacology.** Chemical aspects of cell-drug interaction and structure-activity relationships. Stereochemistry. Cholinergic and adrenergic mechanisms. Drug design. Terms: 1 and 2. Weight: 3 per 16 weeks. *Ottolenghi and Staff*

PHS-254(B).* **Mammalian Toxicology.** Principles of toxicology as related to man. Emphasis will be placed on the molecular basis for toxicity of chemical and physical agents. Subjects will include the limitations and assumptions of extrapolation to man from animal toxicity, safety of drugs and food additives, toxicity of pesticides and their hazard to man, and the role of scientists in societal decisions on the use of man-made chemical and physical agents. Terms: 1 and 2. Weight: 3 per 16 weeks. *Menzel, Abou-Donia, and Staff*

PHS-256(B).* **Human Nutrition.** Nutrition principles with emphasis on physiology and pharmacology. Topics will include the chemical basis for nutrient requirements, application to practical diets, parenteral nutrition, influence of dietary intake on disease (cardiovascular disease, diabetes, and inborn errors of metabolism), optimal dietary intake, impact of food technology on human nutrition, growth, maturation, lactation, and their requirements and recent advances in micronutrient requirements. Terms: 1 and 2. Weight: 2. *Menzel and Abou-Donia*

PHS-320(B).* **Gastrointestinal Physiology.** In this course the normal physiology, mechanisms of control, and transport characteristics of the human gastrointestinal tract and its associated glands (salivary, pancreas, liver) are presented in a series of lectures, problems, and demonstrations. The mechanisms of secretion and reabsorption are treated at a cellular level. Problems focus on quantitation of gastrointestinal function. Term: 3. Weight: 2 per 8 weeks. *Jones, Anderson, and Mandel*

PHS-321(B).* **Renal Physiology.** The composition and size of body fluid compartments and the regulation of the constituents of the plasma by the kidney is presented by lectures, problems, and demonstrations. Measurements of renal function including renal blood flow, tubular reabsorption and secretion, and acid-base regulation are discussed together with the theory of counter current ex-

change, ion transport in the kidney and hormonal control of renal function. Term: 4. Weight: 2 per 8 weeks. *Yarger and Dennis*

PHS-330(B).* **Pharmacological Basis of Clinical Medicine.** This course consists of a detailed analysis of the mechanism of action and rationale for use of pharmacologic agents in disease states. Terms: 1 and 2. Weight: 4 per 16 weeks. *Schanberg and Staff*

PHS-331(B).* **Laboratory Methods in Pharmacology.** Tutorial laboratory training will be given in various fields of pharmacology, including neuropharmacology, cardiovascular pharmacology, biochemical pharmacology, and biophysical pharmacology. Certain special laboratory sessions will be conducted at the Wellcome Research Laboratories, Research Triangle Park. Every term. Weight: 3 per 8 weeks. *Staff*

PHS-334(B).* **Pharmacodynamics.** This course will introduce the student to the fundamentals of physical processes in biological systems as they pertain to drug action. Specific topics will include pharmacokinetics; drug absorption, distribution, metabolism, and excretion; receptor theory; Hansch correlation of molecular structure with biological activity; and molecular orbital theory. Terms: 1 and 2. Weight: 2. *Rosen and Slotkin*

PHS-362(B).* **Current Topics in Cardiac Muscle Physiology.** Selected topics in the physiology and pharmacology of adult and embryonic cardiac muscle, including general and comparative morphology and ultrastructure, cardiac electrophysiology and mechanics, and excitation-contraction coupling. Terms: 3-4. Weight: 2 per 16 weeks. *Johnson and Staff*

PHS-372(B). Research in Physiology and Pharmacology. Laboratory investigation in various areas of physiology and pharmacology. Every term. Weight: 2-8 per 8 weeks. *Lauf and Staff*

PHS-383(B).* **Physiological Instrumentation.** Electronic methods of measurement of physiological variables. The operational amplifier is used as the active building block in appropriate feedback circuits containing only passive elements to make a wide range of linear instruments including analog computers. Digital logic and computing elements are also developed. Terms: 3 and 4. Weight: 3 per 16 weeks. *Moore and Staff*

PHS-386(B).* **Laboratory Methods in Electrophysiology.** Laboratory training in the proper use of apparatus for stimulation recording and analysis of electrical activity of nerve, muscle, and other tissues. Designed to supplement PHS-225. Terms: 3 and 4. Weight: 3 per 16 weeks. *Wolbarsht, Anderson, Lieberman, Mandel, Mendell, Moore, and Wachtel*

PHS-393(B).* **Integrative and Clinical Neurophysiology.** Aspects of the physiology and pharmacology of the central nervous system in health and in disease: sensory coding, reflex functions, motor control, effects of drugs on the central nervous system, physiological aspects of memory. Terms: 3 and 4. Weight: 3 or 4. *Somjen and Staff*

PHS-401(B).* **Metabolic and Developmental Physiology and Pharmacology.** Cell division and control of the cell cycle: physiology of subcellular organelles such as nuclei, mitochondria, lysosomes, peroxisomes, and metabolic regulation. Terms: 1 and 2. Weight: 3 per 16 weeks. *Blum, Padilla, and Staff*

PHS-411(B).* **Molecular and Cellular Bases of Development and Differentiation.** Emphasis is placed on the biochemistry of the cell surface as the basis of cell recognition, control of cell cycle, and overall tissue organization. An



analysis of protein nucleic acid interactions in chromosome structure and function are considered in light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The course is designed to study the phenomena of development and differentiation and has been organized on a multidisciplinary level. The course is part of the lecture series of development and differentiation study program, DDS-201(B). Terms: 1 and 2. Weight: 3-4.
Padilla, McCarty, Counce, and Kaufman

PHS-414(B).* **Analysis of Physiological Systems.** Several physiological systems will be analyzed in detail using a combination of classical mathematical analysis, model-building, and newer analog and digital techniques. Topics to be

covered include diffusion processes, steady state and transient kinetics, nerve membrane, and cable equations. Terms: 3 and 4. Weight: 3. *Moore and Blum*

PHS-416(B).* **Biophysics of Excitable Membranes.** Advanced quantitative approach to bioelectric membrane phenomena. Topics include the cable properties of axons, voltage clamping theory and techniques, the ionic mechanisms of excitation, mechanisms of synaptic and neuromuscular transmission, receptor mechanisms, models of membranes and neurons, and the pharmacology of excitable membranes. Terms: 1 and 2. Weight: 3 per 16 weeks. *Moore, Wachtel, and Wolbarsht*

PHS-417(B).* **Cellular Endocrinology.** Current concepts of the mechanism of action of hormones at the cellular level, including hormone-receptor interactions, secondary messengers, regulation of protein synthesis, growth and differentiation, control of salt and water balance, regulation of substrate storage and mobilization, and modulation of hormone secretion. Terms: 1 and 2. Weight: 2 per 16 weeks. *Lebovitz, Handwerger, and Staff*

PHS-418(B).* **Reproductive Biology.** An indepth study of male and female reproductive processes including neuroendocrine, pituitary and gonadal control mechanisms, as well as the physiology of pregnancy and parturition. The basic lecture material in each section of the course is followed by seminar presentations by students and guest clinical faculty with emphasis on the interface between basic and clinical aspects. Terms: 3 and 4. Weight: 2. *Anderson, Schomberg, and Tyrey*

PHS-419(B).* **Topics in Mathematical Physiology.** Microcirculatory models, biological wave propagation, and dimensional analysis and scaling. Terms: 3 and 4. Weight: 3 per 16 weeks. *Blum, Moore, and Staff*

PHS-420(B).* **Cellular Immunophysiology.** The interaction of immunologically active macromolecules (such as antibodies, complement components, and plant agglutinins) with membrane surfaces and the resulting effects on membrane function and cell physiology will be the principle topics of this course. In particular, emphasis will be placed upon the membrane molecular mechanism of immune lysis, antibody mediated changes of active and passive cation transport in genetically mutant red cells, and lectin induced passive and active permeability changes in lymphocytes and tumor cells. See also MIC-420(B).* Terms: 3 and 4. Weight: 2. *Lauf*

Psychiatry

Professor: H. Keith H. Brodie, M.D. (Columbia, 1965), Chairman.

DIVISION OF CHILD AND ADOLESCENT PSYCHIATRY

Professor: John A. Fowler, M.D. (Bowman Gray, 1946), Head of Division.

Visiting Research Professor: Robert Coles, M.D. (Columbia, 1954).

Associate Professors: Harold J. Harris, M.D. (Long Island Med. Coll., 1949); J. David Jones, M.D. (Duke, 1954); Charles R. Keith, M.D. (Harvard, 1961).

Associate Clinical Professor: John J. Francis, M.D. (Vanderbilt, 1940).

Assistant Professors: Marcelino Amaya, M.D. (Univ. Nacional Autonoma de Mexico, 1954); William B. Anderson, M.D. (Minnesota, 1948).

Assistant Clinical Professors: Thomas M. Haizlip, M.D. (North Carolina at Chapel Hill, 1958); Preston A. Walker, M.D. (Med. Coll. of South Carolina, 1959).

Clinical Associate: Lucy T. Davis, Ed.D. (Columbia, 1955).

Instructor: Alice F. Long, M.A. (Chicago, 1953).

Clinical Instructor: Etta Leathers, M.E. (North Carolina Central, 1974).

DIVISION OF COMMUNITY AND SOCIAL PSYCHIATRY

Associate Professor: Charles E. Llewellyn, Jr., M.D. (Med. Coll. of Virginia, 1946), *Acting Head of Division.*

Professors: Kurt Back, Ph.D. (Massachusetts Inst. of Tech., 1949); George L. Maddox, Ph.D. (Michigan, 1956); Frederick T. Melges, M.D. (Columbia, 1961); Erdman B. Palmore, Ph.D. (Columbia, 1959).

Associate Professors: Johnnie L. Gallemore, Jr., M.D. (Emory, 1964); Jacquelyne J. Jackson, Ph.D. (Ohio State, 1960).

Assistant Professors: James H. Carter, M.D. (Howard, 1966); Kenneth Rockwell, M.D. (Duke, 1961).

Assistant Clinical Professor: Soong H. Lee, M.D. (Seoul National Univ., 1963).

Associate: Jane Clark Moorman, M.S.W. (Tulane, 1971).

Clinical Associate: James M. Hoover, M.D. (Iowa, 1966).

Lecturers: James W. Osberg, M.D. (Tufts, 1948); Robert Rollins, M.D. (Duke, 1956); N. P. Zarzar, M.D. (American Univ. of Beirut, 1956).

Clinical Instructor: Leslie Braasch, M.D. (State Univ. of New York, 1970).

Research Associate: Gerda Fillenbaum, Ph.D., (London, 1966); Robin Karasik, M.A. (Minnesota, 1974).

DIVISION OF BIOLOGICAL PSYCHIATRY

Professor: William P. Wilson, M.D. (Duke, 1947), *Head of Division.*

Professors: H. Keith H. Brodie, M.D. (Columbia, 1965); Everett H. Ellinwood, Jr., M.D. (North Carolina at Chapel Hill, 1959); Robert L. Green, Jr., M.D. (Hahnemann, 1946); William K. Zung, M.D. (Texas, 1961).

Clinical Professor: Richard J. Wyatt, M.D. (Johns Hopkins, 1964).

Adjunct Associate Professor: C. William Erwin, M.D. (Texas, 1960).

Assistant Professors: Veli Markku I. Linnoila, M.D. (Helsinki, 1974); John L. Sullivan, M.D. (Johns Hopkins, 1969).

Associate: Michael R. Volow, M.D. (Seton Hall, 1964).

DIVISION OF HIGHLAND HOSPITAL

Assistant Professor: Jack W. Bonner III, M.D. (Southwestern, 1965), *Head of Division.*

Associate Professor: Darwin Dorr, Ph.D. (Florida State, 1969).

Assistant Professor: Leo Potts, M.D. (Adelaide, Australia, 1955).

Assistant Clinical Professors: Louis A. Cancellaro, M.D. (Duke, 1965); Hal G. Gillespie, M.D. (Med. Coll. of South Carolina, 1964); Anne E. Sagberg, M.D. (Oslo, 1946).

Associates: Joyce Bracewell, M.S.W. (Florida State, 1964); Linda J. Brannon, M.S. (Pennsylvania, 1971); Harold R. Gollberg, M.D. (Texas, 1966); Richard Selman, M.D. (Emory, 1972); Thomas A. Smith, M.D. (Tennessee, 1955); William A. Touchstone, M.A. (Iowa, 1974).

Clinical Associates: Manuel Diez-Lopez, M.D. (Madrid, 1968); George W. Doss, M.D. (Texas, 1953); Eric W. Peterson, M.D. (Duke, 1971); William J. Shamblin, M.D. (Med. Coll. of Alabama, 1971).

Instructors: Terrold W. Fox, M.S.W. (Florida State, 1965); Joan S. Grimes, M.S.W. (North Carolina at Chapel Hill, 1970); Peggy A. Pace, M.S. (North Carolina, 1976); Shirley C. Singleton, M.S.W. (Michigan, 1958); Olin D. Wilson, M.S.W. (Florida State, 1968).

Clinical Instructors: Cecil T. Durham, M.D. (South Carolina, 1966); John W. Ledbetter, M.D. (Bowman Gray, 1953); Martin Mitchell, M.A. (North Carolina at Chapel Hill, 1972).

Clinical Instructor of Psychiatric Nursing: Cheryl Lynn LaPointe, M.S. (East Carolina, 1975).

DIVISION OF INPATIENT SERVICES

Professor: Frederick R. Hine, M.D. (Yale, 1949), *Head of Division.*

Professor: John M. Rhoads, M.D. (Temple, 1943).

Associate Professor: George A. Silver, M.D. (Duke, 1938).

Assistant Professors: Allen Dyer, M.D. (Duke, 1972); Elliott B. Hammett, M.D. (Duke, 1966); Z. Daniel Pauk, M.D. (Iowa, 1956).

Assistant Clinical Professors: Pedro J. Irigaray, M.D. (Univ. of Mexico, 1955); Cynia B. Shimm, M.D. (Yale, 1950).

Associate: Ernest R. Braasch, M.D. (State Univ. of New York, 1970).

Associate in Psychiatric Recreation Therapy: Barbara A. Yoder, M.S. (Florida, 1970).

Clinical Associate: Robert D. Miller, Ph.D., M.D. (Duke, 1973).

Geropsychiatry

J. P. Gibbons Professor: Ewald W. Busse, M.D. (Washington Univ., 1942), *Associate Provost and Dean, Medical and Allied Health Education.*

Professors: Daniel T. Gianturco, M.D. (Buffalo, 1960); Eric A. Pfeiffer, M.D. (Washington Univ., 1960); Adriaan Verwoerdt, M.D. (Med. School of Amsterdam, 1952); Hsio-shan Wang, M.D. (National Taiwan Univ., 1953).

Associate Professor: Alan D. Whanger, M.D. (Duke, 1956).

Associate Medical Research Professor: Dietolf Ramm, Ph.D. (Duke, 1969).

DIVISION OF MEDICAL PSYCHOLOGY

Professor: W. Doyle Gentry, Ph.D. (Florida State, 1969), *Head of Division.*

Professors: Irving A. Alexander, Ph.D. (Princeton, 1949); Robert C. Carson, Ph.D. (Northwestern, 1957); Edward Clifford, Ph.D. (Minnesota, 1954); Herbert F. Crovitz, Ph.D. (Duke, 1960); Martin Lakin, Ph.D. (Chicago, 1955).

Associate Professors: Patrick A. Boudewyns, Ph.D. (Wisconsin, 1968); Elaine K. Crovitz, Ph.D. (Duke, 1964); Ila H. Gehman, Ed.D. (Pennsylvania, 1947); M. Marlyne Kilbey, Ph.D. (Houston, 1969); Patrick Logue, Ph.D. (North Dakota, 1965); Gail R. Marsh, Ph.D. (Iowa, 1968).

Assistant Professors: Hugh V. Angle, Ph.D. (Texas Christian, 1969); Mary M. Huse, Ph.D. (Duke, 1959); Richard A. Lucas, Ph.D. (North Carolina at Chapel Hill, 1972); Robert D. Nebes, Ph.D. (California Inst. of Tech., 1971); Susan S. Schiffman, Ph.D. (Duke, 1970); W. Derek Shows, Ph.D. (Duke, 1967); Ilene Siegler, Ph.D. (Duke, 1974); Robert J. Thompson, Ph.D. (North Dakota, 1971); Russell F. Tomlinson, Ph.D. (Florida, 1957); Linda C. Wyrick, Ph.D. (Arizona, 1971).

Associates: David R. Anderson, Ph.D. (North Dakota, 1975); Charles D. Gasswint, Ph.D. (Oklahoma, 1968); Harold A. Ziesat, Jr., Ph.D. (Arizona, 1976).

Clinical Associates: Helen T. Brantley, Ph.D. (Duke, 1973); James E. Byassee, Ph.D. (Louisville, 1975); Yonkel Goldstein, Ph.D. (Michigan State, 1976).

Instructors: Guillermo A. Bernal, Ph.D. (South Carolina, 1975); Leonard Leighton, M.A. (Michigan, 1968); Paul Alexander Mabe, M.A. (East Carolina, 1974).

DIVISION OF OUTPATIENT SERVICES

Associate Professor: Jesse O. Cavenar, M.D. (Arkansas, 1963), *Head of Division.*

Associate Professor: David S. Werman, M.D. (Lausanne, Switzerland, 1952).

Assistant Professors: David M. Hawkins, M.D. (Duke, 1966); James L. Nash, M.D. (Duke, 1966).

Assistant Professor of Psychiatric Nursing: Eleanor M. White, M.S. (Oregon, 1963).

Assistant Clinical Professors: Martin G. Groder, M.D. (Columbia, 1964); Leroy B. Lamm, M.D. (Bowman Gray, 1946); Malcolm N. McLeod, M.D. (North Carolina at Chapel Hill, 1965); Robert D. Phillips, M.D. (Pennsylvania, 1952); Karl W. Stevenson, M.D. (Bowman Gray, 1966); Donald E. Widmann, M.D. (Case Western Reserve, 1960).

Associate: William N. Grosch, M.D. (Albany Med. Coll., 1964); Albert R. Alden, M.D. (Texas, 1972).

Clinical Instructors: Ernest A. Raba, M.D. (Texas, 1972); Thomas Stephenson, M.D. (Michigan, 1972).

DIVISION OF PSYCHOSOMATIC MEDICINE

Associate Professor: Marianne S. Breslin, M.D. (Medical Academy, Duesseldorf, Germany, 1946), *Head of Division.*

Professors: Bernard Bressler, M.D. (Washington Univ., 1942); Joseph B. Parker, Jr., M.D. (Tennessee, 1941).

Associate Professor: Redford B. Williams, Jr., M.D. (Yale, 1967).

Assistant Professors: Daniel G. Blazer, M.D. (Vanderbilt, 1969); Jeffrey L. Houp, M.D. (Baylor Coll. of Med., 1967); Allan A. Maltbie, M.D. (Emory, 1969).

Associate: James T. Moore, M.D. (Missouri, 1971).

DIVISION OF PSYCHIATRIC SOCIAL WORK

Assistant Professor: Martha L. Wertz, M.S.W. (Tulane, 1952), *Head of Division.*

Assistant Professor: Dorothy K. Heyman, M.S.W. (Pennsylvania, 1940).

Associates: Mary A. Black, M.S.W. (North Carolina at Chapel Hill, 1970); Katherine Buckner, M.S.W. (North Carolina at Chapel Hill, 1964); Hallie M. Coppedge, M.S.W. (North Carolina, 1948); Maxine R. Flowers, M.S.W. (Columbia, 1964); Jean F. Gregory, M.S.W. (Connecticut, 1967); Alice

Myers, M.S.W. (North Carolina at Chapel Hill, 1966); Lily P. Wang, M.S.W. (North Carolina at Chapel Hill, 1959).

Instructors: Bess Autry, M.S.W. (North Carolina at Chapel Hill, 1976); Muki Fairchild, M.S.W. (North Carolina at Chapel Hill, 1976); Laurie Ivler, M.S.W. (Smith, 1974); Belita Walker, M.S.W. (North Carolina at Chapel Hill, 1974).

Clinical Instructors: Barbara Denny, M.S.W. (North Carolina at Chapel Hill, 1975); Jane Munger, M.S.W. (Wisconsin, 1974); Lauren Kaden, M.S.W. (Chicago, 1971).

Research Associate: Carol Van Steenberg, M.S.W. (Bryn Mawr, 1974).

Required Courses

PSC-200—consists of sixty hours devoted to human behavior. A lecture series which introduces the student to those behavioral sciences most relevant to medicine. Lecturers from the fields of behavioral neurobiology, psychology, psychiatry, and sociology discuss various areas of behavior function from the points of view of the several scientific disciplines. Areas selected for discussion are those corresponding most closely to areas of disordered function: consciousness, sensorium, memory, and intellectual functions (corresponding to organic brain disease and mental retardation); ego integration (schizophrenia); mood and affect (mood disorders); personality and interpersonal functions (neurosis and personality disorders); psychophysiological functions (psychosomatic disorders); social integration (sociopathic disorders). Functional and developmental points of view are presented and stages in the development of the individual personality are traced. Concurrently, a series of small group meetings provide opportunities for additional assimilation of lecture material and its application with specific examples of behavior through interviews of patients and group discussion. The small groups also provide opportunities to introduce effective techniques of human interviewing and interaction together with observation of the primary data of human behavior. Both didactic and small group portions of the course stress relevance of human behavior to the biological and psychological aspects of medicine.

PSC-201—required during the second year—is an eight-week clerkship in clinical psychiatry. The student assumes limited responsibility, under supervision, for diagnosis and treatment of patients on the psychiatric wards, psychiatric outpatient clinic, and psychosomatic consultation services on nonpsychiatric wards of the hospital. Supervision is directed toward the application of concepts of diagnosis, psychopathological formulation, and therapy. These concepts are taken from descriptive, biological, psychoanalytic, and psychosocial contributions to current psychiatric thought. Supervision is also provided to develop interpersonal techniques of sensitive observation and therapeutic use of self. Emphasis is placed upon concepts and techniques applicable to all patients as well as psychiatric patients. To this end student interviews with patients on the nonpsychiatric services are reviewed with a psychiatric supervisor. Didactic instruction includes seminars on symptomatic, characterological, and psychophysiological neurotic conditions; the major psychoses; psychiatric problems of childhood; adolescence and late life; drug and somatic therapies; the psychotherapies; and introductory electroencephalography. In addition to rounds and case conferences, students are encouraged to observe psychotherapy and to participate in supervised psychological treatment whenever appropriate situations can be provided.

Electives

PSC-202(B).† **Philosophy of Science and Behavioral Sciences.** Survey of current theories of knowledge, particularly as they relate to the special complex problems of empirical meaning, objectivity, measurement, and verification in

†For further information, contact the Associate Dean for Graduate Medical Education.

studies of human behavior. Consideration is also given to the mind-body problem.
Term: 2. Weight: 1. *Hine*

PSC-213(B).† Human Development I: Birth to Adolescence. This course is a survey of the psychological development of the child from birth through adolescence. The first segment of the course is designed to provide the student with an awareness of some of the major theoretical orientations to child development including the psychoanalytic, Piagetian, and social learning positions. This is followed by a systematic study of the normal sequences of child development, focusing in particular on some of the major events in the cognitive, social, and emotional life of the child. The course is run in seminar fashion utilizing numerous theoretical and research papers as well as observation of children in naturalistic settings to facilitate class discussion. Students will also be asked to familiarize themselves with some of the research in child development by doing an indepth review of the literature in a defined area. A primary objective of the course is to provide the student with an understanding of normal child development in order to work more effectively with children and parents. Terms: 1 or 3. Weight: 2. *Borstelmann and Clifford*

PSC-214(B). Human Development II: The Later Years of Life. The objectives of this seminar are: (1) a survey of basic sources of research data on biomedical, behavioral, and social aspects of development in the later years of life; (2) concentrated review of selected illustrative issues in theory and methods of special relevance for research on late life; and (3) the presentation and critique by participants of a paper which explores in depth a research issue of their choice. Active research investigators of the Center for the Study of Aging and Human Development discuss on-going research in their laboratories and research opportunities for medical students in these and related laboratories. Term: 2. Weight: 2. *Maddox, Marsh, Siegler, Buckley, and Palmore*

PSC-215(B).† Comparative Personality Theory. An examination of models of human functioning; topics will include examples from psychoanalytic, interpersonal, humanistic, behavioristic, and existential approaches with the goal of exploring the varying thoughts on the core nature of man. A paper covering empirical approaches is required. Term: 3. Weight: 1. *Crovitz*

PSC-216(B).† Intelligence and Cognition. An examination of theoretical perspectives in intellectual and cognitive development. Topics will include psychometric and cognitive-developmental views of intellectual functioning; measurement, assessment, and interpretation of research literature. Term: 4. Weight: 2. *Siegler*

PSC-223(B).† Biological Correlates of Behavior. The course examines the neuroanatomy, neurophysiology, neurochemistry, and neuropharmacology of perception, emotion, arousal, learning, motivation, and memory mechanisms. The biosynthesis, release, and metabolism of the catecholamines and serotonin, and the central nervous system organization of these amines and their function is reviewed. Biochemical theories of affective disorders and psychotic states will be discussed. The biochemical bases of reward and aggression will be considered, as will neuroendocrinological mechanisms and their effects on behavior. Students will have an opportunity to become acquainted with, or to participate in, an on-going research project. Terms: 1 and 2. Weight: 4. *Ellinwood, Kilbey, Brodie, Wilson, Sullivan, and Marsh*

PSC-238(B).*† The Electroencephalogram and Psychological Function. A survey of the literature on brain wave correlates of intelligence, personality, behavior disorders, sleep, sensory stimulation, conditioning, and learning. Lectures

and laboratory demonstrations are included. Also listed as Psychology 238 in the *Graduate School Bulletin*. Terms: 3 and 4. Weight: 3. *Marsh*

PSC-293(B).† Theory of Treatment Approaches of Behavioral Psychology. This course will cover learning theory behind the behavioral management of maladaptive behaviors, as well as those behaviors associated with chronic medical problems. Obesity, as an example of a chronic medical care problem, will be used as a model for elaboration of theory. The course is intended for those interested in psychiatry and/or chronic disease as seen in family practice. The relevance of this theory to the patient-doctor relationship will be indicated. Term: 3. Weight: 2. *Musante*

PSC-297(B).† Contemporary Black American Health Patterns. Subcultural awareness increases through descriptive analytical survey of Black health patterns, related literature, and evaluation of relevant federal programs with emphasis upon political, racial, and socioeconomic problems (2 units), and optional student sociocultural research preceptorship on relevant problems (2 to 6 units). Terms: 4; Summer Term I. Weight: 2-8. *Jackson*

PSC-299(B).† Preceptorship in Behavioral Science. Opportunity for the student to work closely with a member of the faculty in an area of mutual interest, with emphasis upon research. Every term. Weight: 1-8. *Ellinwood*

PSC-303(B).† Developmental Disabilities. Basic survey of the psychology of child development focusing upon the multiple problems posed by mental retardation and other developmental disabilities during early childhood. Implications for medical practice and education. Terms: 1 and 2. Weight: 2. *Edwards*

PSC-305(B).† Social and Cultural Aspects of Illness. Seminar on medical-social roles in community and hospital. Topics include physician-patient relationship; epidemiology of illness and health services in terms of ecology, social stratification, race, and life cycle. Students wishing further work in one particular topic such as Negro sub-culture or gerontology, should take PSY-299(B) specifying particular interest. May be taken in conjunction with PSC-230(C) and PSC-251(C). Term: 3. Weight: 3. *Palmore, Jackson, and Maddox*

PSC-227(C). Behavioral Aspects of Pediatrics. The purpose of this course is to provide training and experience in recognizing and managing the emotional reactions of children to medical illness. An integral aspect of this course will be clinical interviews with selected family members to determine the impact of serious pediatric illness on the emotional health and well being of family members. Terms: Terms 1, 2, 3, or 4; Summer Term I. Weight: 2-6. *Jones, Yancy, and Ms. Ivler*

PSC-234(C). Clinical and Experimental Psychopharmacology. Experience in one or more areas of psychopharmacology including clinical use of drugs, human experimental psychopharmacology and animal neuropharmacology. Lectures covering drug metabolism; mechanisms of action; drug-to-drug interaction; use of animal models for screening psychotropic compounds; animal models of psychosis; neurochemical, behavioral, and electrophysiological effects of drugs during acute and chronic administration; FDA guidelines for conduction of clinical drug trials; biometric approach to ratings of psychopathology; statistical models and computer analysis techniques. Term: 2. Weight: 4. *Zung, Ellinwood, Linnoila, and Sullivan*

PSC-240(C). Inpatient Psychiatry: Environmental and Somatic Therapy. Intensive clinical course—diagnosis, treatment, and management methods. Patient care responsibilities including management of ward milieu and experience with somatic, individual, and group psychotherapy. Diagnosis, psychodynamics, and

treatment emphasized. Selected patient conferences and didactic lectures. The student is given more clinical responsibility than in sophomore year. If desired, the student may arrange for special reading tutorial in related topics (e.g., schizophrenia). Every term. Weight: 8-6-3. *Green and F. Hine*

PSC-243(C). Principles and Practice of Outpatient Psychiatry. Training and experience in recognizing and treating emotional disorders in outpatients. Supervised experience with patients having emotional problems commonly seen in medical practice. Training to include theory and techniques of brief psychotherapy, crisis intervention, supportive psychotherapy, and utilization of community resources, both at Duke Hospital and neighboring agencies. Every term. Weight: 3-8. *Hawkins, Rockwell, and Grosch*

PSC-245(C). Psychosomatic Medicine. The consultation-liaison services at the Duke Medical Center and the V.A. Hospital offer clinical clerkships in the psychological management of medical patients. At Duke Hospital, the student does consultations to the various medical and surgical services under the supervision of residents and staff. Emphasis is placed on training the student in interviewing, assessing, and intervening with patients who are depressed, hypochondriacal, responding emotionally to illness, or have conversion symptoms. At the V.A. Hospital opportunities are available to work with selected staff people on the emotional aspects of the disease process through surgical and medical liaison consultations. Students can select specific areas of interest which include emotional aspects of cardiac disease, intensive care, death and dying, orthopaedics, and management of pain. Terms: 1, 2, 3, or 4. Weight: 8. *Blazer, Breslin, Bressler, Houpt, Maltbie, Grosch, Parker, Sullivan, and Williams*

PSC-251(C). Community Psychiatry and Mental Health. The student will be assigned to a faculty member active in community mental health consistent with the student's special interests, such as agency consultation, sociological studies, community health center operations, student mental health, suicide and crisis intervention, etc. The faculty instructor will work out a laboratory project and special areas of study. Terms: 1, 2, 3, or 4. Weight: 4-8. *Llewellyn, Maddox, Rockwell, Carter, Groder, Anderson, Harris, and Keith*

PSC-252(C). Christianity, Medicine, and Psychiatry. A clinical training program in which the relationships of Christian insights to the practice of medicine and especially psychological medicine are presented. The course includes attendance at regularly scheduled seminars; individual supervision in the diagnosis, management, and therapy of patients; supervised reading; and a special seminar related to religious psychopathology, as well as the mental health benefits of Christian beliefs. Terms: 1, 2, 3 or 4. Weight: 4 or 8. *Wilson*

PSC-253(C). Group Psychotherapy. Observation of an on-going outpatient group psychotherapy program. Every term. Weight: 1. *Hawkins and Staff*

PSC-255(C). Marriage Counseling in Medical Practice. Basic concepts of the marital relationship and the fundamentals of recognizing, evaluating, and counseling patients with marital problems will be taught. The orientation will be for the physician delivering primary care. References to the literature will be discussed, and a bibliography will be supplied; community resources for marriage counseling will be described; a field trip to a marriage counseling agency will be made; and students will be expected to present case material for discussion during class sessions. Term: 2. Weight: 1. *Llewellyn and Buckner; Breslin and Pfeiffer*

PSC-259(C). Clinical Electroencephalography. The purpose of this course is to acquaint the student with the clinical utility of the electroencephalogram in

medical diagnosis. Supervised electroencephalographic interpretation sessions meet daily. Formal didactic instruction will also be provided. Every term. Weight: 2. *Wilson, Erwin, and Volow*

PSC-261(C). Clinical Psychology. The goal of this course is to help the student determine the relevance of psychological factors in the etiology and management of common medical problems. The course will introduce the student to psychological assessment techniques. Students will gain familiarity with the potential utility of these tests in medical practice by both observation and practice in their administration and interpretation. Students who are interested in medical problems such as cognitive impairment, low back pain, headache, or cardiac disease may elect to concentrate their efforts in a specific area. Terms: 1, 2, 3, or 4. Weight: 1. *Huse and Staff*

PSC-267(C). Clinical Child Psychiatry. Survey of child and adolescent psychopathology, including diagnostic treatment and consultative approaches. Conferences and seminars augment closely supervised clinical experiences. Terms: 1, 2, 3, or 4; terms 1 and 2; or terms 3 and 4. Weight: 3-6. *W. Anderson*

PSC-268(C). Psychosocial Aspects of Medical Illness. Seminars and supervised clinical experiences on the medical wards and clinics will be used to provide the student with knowledge of basic principles and practical clinical skills relevant to determining the role of psychosocial factors in the etiology and course of physical disease in man. Also listed as MED-268(C). Every term. Weight: 2. *Williams*

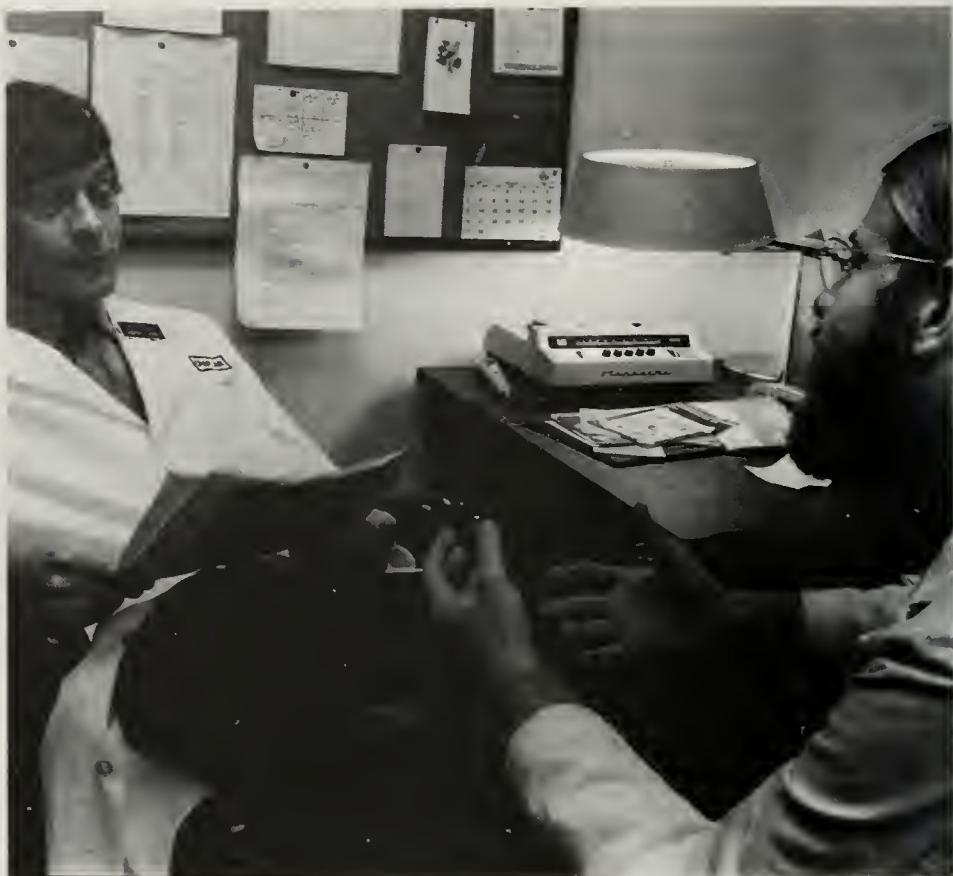
PSC-327(C). Practical Clinical Psychopharmacology. This course is designed to provide the prospective non-psychiatric physician with a practical approach to the drug management of psychiatric illnesses which are frequently encountered in a general medical or surgical setting. One of the two weekly course hours will be a clinical case presentation. The other session will be devoted to a discussion of psychotropic drug side effects and drug interactions, medical complications of psychotropic drugs, and psychiatric complications of medical drugs. Every term. Weight: 2. *Sullivan and Gugelmann*

PSC-333(C). Psychiatry Theory and Practice and Therapeutic Community in a Private Psychiatric Hospital. Principles and practice of psychiatric diagnosis and treatment. Instruction in psychiatric interviewing techniques. Psychological testing theory and administration. Theory of, and supervised experience in, individual psychotherapy, group psychotherapy, occupational therapy, recreational therapy, and total management of the patient. Active involvement in therapeutic community of the hospital. Board and lodging for single and married students furnished. Every term. Weight: 9. *Bonner, Gillespie, and Green*

PSC-335(C). Research Preceptorship in Clinical Psychiatry. This course allows the student to work on a research project in clinical psychiatry with selected members of the psychiatric staff. Terms: 1, 2, 3, or 4. Weight: 3-8. *Clinical Staff by Arrangement and Gianturco*

PSC-337(C). Geriatric Psychiatry. The medical and clinical aspects of geriatric psychiatry with emphasis on diagnosis and management of geriatric patients in a variety of treatment facilities. Course includes attendance at scheduled conferences and supervised review of geriatric literature. Course may be taken in conjunction with PSC-214(B), Personality Development II—Adolescence and Old Age. Terms: 1, 2, 3, or 4. Weight: 3-8. *Pfeiffer, Verwoerdt, Wang, Palmore, and Staff*

PSC-339(C). Preceptorships in Clinical Psychiatry. An advanced training program in the preceptorship style for the recognition, diagnosis, prognosis, and



treatment of psychiatric disorders. Experience will be mainly with inpatients and patients seen in consultation from other services but may include outpatients as well. Terms: 1, 2, 3, or 4. Weight: 3-8. *Clinical Staff by Arrangement and Gianturco*

PSC-343(C). Clinical Aspects of Alcohol and Drug Abuse. The purpose of this course is to provide training and experience in recognizing and managing alcoholics and drug abusers. The student will participate in the evaluation and treatment of abusers. Students will also have the opportunity to participate in alcohol detoxification. The principles and practical management of detoxification of alcoholics will be demonstrated and discussed in depth. Personality characteristics and family interactions of abusers will be emphasized. Abuse is also a social process and the sociocultural milieu will be considered in depth. The student will also be instructed in the neuropharmacology of addicting drugs and alcohol. Students may also have the opportunity to participate in the on-going research of the Behavioral Neuropharmacology Section. Attendance at weekly neuropharmacology seminars is encouraged. Terms: 3 or 4. Weight: 4-8. *Ellinwood, Maddox, Rockwell, Angle, Kilbey, and Miller*

PSC-353(C). Prison Psychiatry—Adult and Adolescent. Part-time or full-time experience in a prison setting is offered. Diagnosis and treatment of adult and adolescent offenders with a variety of medical illnesses and behavioral disturbances are recognized. Elements of forensic psychiatry are stressed where appropriate. Supervision is provided by Duke and University of North Carolina consultants and the Central Prison Hospital mental health staff. Opportunities for participa-

tion in a wide range or original and continuing research are available. Every term.
Weight: 2-9. *Carter, Smith, Kaye, and Felix*

PSC-355(C). Clinical Experience in Psychotherapy. This course provides supervised instruction in the long-term care of patients with emotional illness. The student will undertake the psychotherapy of a patient under the direction of a member of the psychiatric faculty. The arrangement with the psychiatric supervisor should be discussed and confirmed with the fourth year clinical departmental professional adviser in psychiatry. Every term. Weight: 1-3. *Gianturco and Staff*

PSC-357(C). Clinical Applications of Biofeedback and Behavior Therapies. This course is designed to acquaint the student with behavioral treatment approaches which have proved useful in management of many medical problems. Students will be involved in evaluation and treatment of patients with somatic and psychiatric disorders. Treatment will consist of behavioral modification approaches with particular emphasis on biofeedback. Every term. Weight: 1. *Williams*

PSC-365(C). Individual Psychotherapy Based on Psychoanalytic Theory. Seminar concerning the theory and practice of individual psychotherapy involving reading, lecture, and discussion. If possible, on-going discussion of student's cases will be utilized. Students will be encouraged to become involved in therapeutic work with an individual case. Term: 1. Weight: 1, 2, 3. *Pauk*

Radiology

Professor: Herman Grossman, M.D. (Columbia, 1953), *Acting Chairman of Radiology*.

DIVISION OF DIAGNOSTIC RADIOLOGY

Professor: Reed P. Rice, M.D. (Indiana, 1955), *Director*.

Professors: William F. Barry, Jr., M.D. (Pennsylvania, 1948); George Baylin, M.D. (Duke, 1937); James T.T. Chen, M.D. (Nat'l. Defense Med. Ctr., 1950); John A. Goree, M.D. (Duke, 1955); Irwin Johnsrude, M.D. (Univ. of Manitoba, 1956).

Associate Professors: John A. Gehweiler, M.D. (Duke, 1956); Donald C. Jackson, M.D. (Sheffield, 1954); John P. Jimenez, M.D. (Med. Coll. of Virginia, 1955); David F. Merten, M.D. (Cincinnati, 1956); Robert McLelland, M.D. (Cincinnati, 1948); James C. Reed, M.D. (Miami, 1968).

Assistant Professors: Oliver P. Charlton, M.B. (Witwatersrand, South Africa, 1954); Richard H. Daffner, M.D. (Buffalo, 1969); Frederick M. Kelvin, M.B. (Univ. of London, 1966); Salutario Martinez, M.D. (Havana Univ., 1961); Carlisle L. Morgan, M.D., Ph.D. (Miami, 1972); Terrence A. Oddson, M.D. (Texas Southwestern Med. School, 1969); Robert Older, M.D. (Duke, 1968); William M. Thompson, M.D. (Pennsylvania, 1969); William S. Trought, M.D. (Tufts, 1968).

DIVISION OF DIAGNOSTIC RADIOLOGY

Associates: (Visiting) Damien M. Cleeve, M.D. (Monash School of Med., Melbourne, Victoria, 1971); Saleh A. Fetouh, M.D. (North Carolina at Chapel Hill, 1972); Khalil K. Shirazi, M.D. (Univ. of Meshed, Iran, 1963).

DIVISION OF NUCLEAR MEDICINE

Professor: Jack K. Goodrich, M.D. (Tennessee, 1953), *Director*.

Associate Professors: C. Craig Harris, M.S. (Tennessee, 1951); Robert H. Wilkinson, Jr., M.D. (Washington Univ., 1958); Joseph P. Workman, M.D. (Maryland, 1946).

Assistant Professor: William H. Briner, B.S. (Temple, 1954).

Associates: Frederick P. Bruno, M.S. (Florida, 1965); Elizabeth Blackburn, R.T., M.Ed. (Madison, 1954).

DIVISION OF RADIATION BIOLOGY

Professor: Aaron P. Sanders, Ph.D. (North Carolina at Chapel Hill, 1964), *Director.*

Associate Professor: William D. Currie, Ph.D. (North Carolina at Chapel Hill, 1964); Raymond U. Ph.D. (Kyoto, Japan, 1970).

Assistant Professor: Peter J. Kusel, Ph.D. (St. Louis, 1970).

DIVISION OF RADIATION PHYSICS

Professor: Fearghus O'Foghludha, Ph.D. (Natl. Univ. of Ireland, 1961), *Director.*

Associate Professor: Alice McCrea, M.S. (Chicago, 1956).

Research Associates: James W. Blackburn; G. Allan Johnson, Ph.D. (Duke, 1974); E. Lowry Manson, Jr. (The Citadel, 1970).

DIVISION OF RADIATION THERAPY

Professor: Lowell S. Miller, M.D. (Duke, 1945), *Director.*

Associate Professors: Kent T. Woodward, M.D. (Med. Coll. of South Carolina, 1947), Ph.D. (Rochester, 1966); Boyd T. Worde, M.D. (Tennessee, 1947).

Assistant Professor: K.T. Noell, M.D. (Rochester, 1967).

Associate: Robert I. Fishburn, M.D. (California, 1970).

RADIATION SAFETY

Associate: Conrad Knight, B.S. (Norwich, 1953).

Required Course

RAD-200—the basic course in radiology for all medical students is combined with physical diagnosis and laboratory diagnosis into IND-200. The course is a concentrated lecture series with correlating demonstration laboratories designed to provide a broad introductory exposure to the entire field of radiology including diagnostic radiology, therapeutic radiology, and nuclear medicine.

Electives

RAD-221(B). General Physics of Radiology. Basic physics underlying radiation diagnosis and therapy, emphasizing production and measurement of ionizing radiation and radiation interactions in tissue; physical rationale of radiation methods in clinical practice; survey of recent developments in radiological equipment; radiation hazards. Terms: 2 and 3. Weight: 2. *O'Foghludha*

RAD-223(B). Radioscope Methods and Techniques in Biomedical Research. Introduction to principles and practices in biomedical research applications of radioactive materials: fundamentals of radiosensitivity, nuclear instrumentation, counting methodology, statistics of counting, liquid scintillation counting, external standard ration, sample preparation. This course will be helpful for those seeking state or federal licenses for biomedical research uses of radioactive materials. Terms: 1. Weight: 2. *Sanders, O'Foghludha, McCrea, Currie, and Knight*

RAD-227(B). General Radiobiology. Basic fundamentals essential to an understanding of biological effects of ionizing radiation. Major sections include radiation physics, radiation dosimetry, target theory, and activated water theory in radiation damage, oxygen effect, radiobiocchemistry, subcellular effects, tissue radiosensitivity, general radiation syndrome. Term: 3. Weight: 2. *Sanders, Currie, and U*

RAD-207(C). Pediatric Radiology. A specialized program of instruction and participation in the wide variety of radiographic examinations in the pediatric age group. Special correlation of these examinations to the problems of specific

diagnosis and patient care will be made. Students are to meet with Dr. Grossman prior to registering for this course. Every term. Weight: 4-8. *Grossman and Staff*

RAD-209(C). Clerkship in Neuroradiology. A specialized program of detailed instruction in neuroradiology. The program includes participation in the performance and interpretation of a variety of examinations including cerebral angiography, pneumoencephalography, computerized axial tomography, myelography, and others. Student is to meet with Dr. Goree prior to registering for this course. Every term. Weight: 4. *Goree, Jimenez, and Staff*

RAD-215(C). Clinical Radiation Therapy. Approximately two-thirds of new cancer patients seen at the Medical Center are concentrated within the Division of Therapeutic Radiology. The course provides a broad opportunity to observe and participate in the management of cancer patients before, during, and after treatment. The course is aimed particularly at students leaning toward careers in medical oncology, urology, gynecology, otolaryngology, thoracic surgery, and general surgery, as well as radiotherapy. Students are to meet with the departmental professional adviser prior to registering for any of the clinical electives in radiology. Every term. Weight: 4-8. *Miller and Staff*

RAD-229(C). Basic Radiology Clerkship. The radiology clerkship is designed to provide maximum flexibility for the student desiring exposure to the general field of radiology or to certain other subdivisions. The student may elect to study in several of the sections for a broad exposure or may choose to concentrate in a single area of particular interest. The sections participating in the clerkship include: chest radiology, gastrointestinal radiology, genitourinary radiology, nuclear medicine, diagnostic ultrasound, ENT radiology, orthopaedic radiology, and clinical radiation therapy. The program includes observation of the performance and interpretation of the various routine and special procedures with correlation of these examinations to the problems of specific diagnosis and patient care, and a course of lectures covering aspects of basic diagnostic radiology. All registrants will meet with Dr. Kelvin during the week prior to starting the course to discuss their schedule on an individual basis. Every term. Weight: 4-8. *Kelvin and Staff*

Surgery

James B. Duke Professor: David C. Sabiston, Jr., M.D. (Johns Hopkins, 1947), Chairman.

DIVISION OF GENERAL AND THORACIC SURGERY

Professors: William W. Shingleton, M.D. (Bowman Gray, 1943), *Chief of Division of General Surgery*; Will C. Sealy, M.D. (Emory, 1936), *Chief of Division of Thoracic Surgery*.

Professors: D. Bernard Amos, M.D. (Guys Hospital, London, 1963), Experimental Surgery; William G. Anlyan, M.D. (Yale, 1949); Eugene D. Day, Ph.D. (Delaware, 1952), Experimental Surgery; Norman Kirshner, Ph.D. (Pennsylvania, 1952), Experimental Surgery; William P. J. Peete, M.D. (Harvard, 1947); Raymond W. Postlethwait, M.D. (Duke, 1937); Delford L. Stickel, M.D. (Duke, 1953); Samuel A. Wells, Jr., M.D. (Emory, 1961); W. Glenn Young, Jr., M.D. (Duke, 1948).

Associate Professors: Robert W. Anderson, M.D. (Northwestern, 1964); Dani P. Bolognesi, Ph.D. (Duke, 1964), Experimental Surgery; Howard C. Filston, M.D. (Western Reserve, 1962); R. Scott Jones, M.D. (Texas, 1961); Joseph A. Moylan, Jr., M.D. (Boston, 1964); H. Newland Oldham, Jr., M.D. (Baylor, 1961); Norman F. Ross, D.D.S. (Temple, 1937), Dentistry; Hilliard F. Seigler, M.D. (North Carolina at Chapel Hill, 1960); Wirt W. Smith, M.D. (Texas, 1951), Experimental Surgery; Walter G. Wolfe, M.D. (Temple, 1963).

Associate Medical Research Professor: Per-Otto F. Hagen, F.H.W.C. (Watt Univ., Scotland, 1961), Experimental Surgery.

Associate Clinical Professors: James E. Davis, M.D. (Pennsylvania, 1943); William F. Hollister, M.D. (Duke, 1939); Stewart M. Scott, M.D. (Baylor, 1951); Gulshan K. Sethi, M.D. (All India, 1963); Timothy Takaro, M.D. (New York Univ., 1943).

Assistant Professors: Darell D. Bigner, M.D. (Duke, 1965), Ph.D. (Duke, 1971); Experimental Surgery; Jeffrey J. Collins, Ph.D. (Harvard, 1972), Experimental Surgery; William Dilly, Ph.D. (California, 1970); James C. A. Fuchs, M.D. (Johns Hopkins, 1964); William B. Hall, Jr., M.D. (Virginia, 1954); Robert H. Jones, M.D. (Johns Hopkins, 1965); Jonathan P. Leis, Ph.D. (Cornell, 1970), Experimental Surgery; Frances F. Ward, Ph.D. (Brown, 1965), Experimental Surgery; Andrew S. Wechsler, M.D. (State Univ. of New York, 1964).

Assistant Medical Research Professor: Walter Duran, Ph.D. (Catholic Univ. of Chile, 1965), Experimental Surgery.

Assistant Clinical Professors: Albert H. Bridgman, M.D. (Louisiana State, 1956); Rollins S. Burhans, Jr., M.D. (Louisville, 1963); Gordon M. Carver, M.D. (Duke, 1948); John M. Cheek, Jr., M.D. (Bowman Gray, 1945); John T. Daniels, M.D. (Howard, 1964); Thomas J. Enright, M.D. (Buffalo, 1948); Alphonse J. Langlois, Ph.D. (Duke, 1966); Walter J. Loehr, M.D. (Cornell, 1963); F. Maxton Mauney, Jr., M.D. (Duke, 1959); W. B. McCutcheon, Jr., M.D. (Virginia, 1952); Amir A. Neshat, M.D. (Isfahan Univ., Iran, 1960); H. Max Schiebel, M.D. (Johns Hopkins, 1933); E. Wilson Staub, M.D. (Northwestern, 1957); Douglas H. Stone, M.D. (Harvard, 1937); Charles D. Watts, M.D. (Howard, 1943); James S. Wilson, M.D. (Duke, 1937).

Associates: Robert W. Green, Ph.D. (Hawaii, 1969); Ryotaro Ishizaki, Ph.D. (Univ. of Tokyo, 1962).

Clinical Associate: Theron C. Johnson, D.D.S. (Kansas, 1960), Dentistry.

Research Associates: Alan C. Herman, Ph.D. (Duke, 1974); Gudrun Huper, M.A.; Carol J. W. Lewis, Ph.D. (North Carolina at Chapel Hill, 1972); Ronald C. Montelaro, Ph.D. (Wisconsin, 1975); Anthony V. Seaber; Marguerite Alberta Thiele, A.B.

DIVISION OF NEUROSURGERY

Professor: Robert H. Wilkins, M.D. (Pittsburgh, 1959), *Chief*.

James B. Duke Professor: Guy L. Odom, M.D. (Tulane, 1933).

Professor: Blaine S. Nashold, M.D. (Louisville, 1949).

Associate Professors: Wesley A. Cook, Jr., M.D. (Oregon, 1963); M. Stephen Mahaley, M.D., Ph.D. (Duke, 1959).

Assistant Professors: Bruno J. Urban, M.D. (Germany, 1960); Robert F. Wilfong, M.D. (Duke, 1967).

Assistant Clinical Professors: Walter S. Lockhart, M.D. (Bowman Gray, 1944); Robert Price, M.D. (North Carolina at Chapel Hill, 1964).

Associate: Richard S. Kramer, M.D. (Duke, 1962).

DIVISION OF ORAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949), *Chief*.

Clinical Instructors: Claude J. Hearn, D.D.S.; Glenn A. Lazenby, D.D.S.; Jere E. Roe, D.D.S.

DIVISION OF ORTHOPAEDIC SURGERY

Professor: J. Leonard Goldner, M.D. (Nebraska, 1943), *Chief*.

Professors: Frank H. Bassett III, M.D. (Louisville, 1957); Frank W. Clippinger, M.D. (Washington Univ., 1952); Donald E. McCollum, M.D. (Bowman Gray, 1953).

Associate Professors: William D. Gentry, Ph.D. (Florida State, 1969); James R. Urbaniak, M.D. (Duke, 1962).

Associate Clinical Professors: Everett I. Bugg, Jr., M.D. (Johns Hopkins, 1937); Ralph W. Coonrad, M.D. (Duke, 1947); John Glasson, M.D. (Cornell, 1943); Frank H. Stelling III, M.D. (Georgia, 1938).

Assistant Professors: Donald S. Bright, M.D. (Maryland, 1967); Evan Evans, Ph.D. (California at San Diego, 1970); John M. Harrelson, M.D. (Duke, 1964); Robert J. Ruderman, M.D. (Rochester, 1968).

Assistant Clinical Professors: J. Lawrence Frank, M.D. (Duke, 1965); J. George Jonas, M.D. (Zurich, 1954); Stephen N. Lang, M.D. (Illinois, 1965); C. Robert Lincoln, M.D. (Med. Coll. of Virginia, 1960); Angus M. McBryde, Jr., M.D. (Duke, 1963); Robert E. Musgrave, M.D. (Tennessee, 1946); William S. Ogden, M.D. (Med. College of Georgia, 1965); Eugene L. Zorn, M.D. (New York Med. Coll., 1941).

Clinical Associates: Delos W. Boyer, M.D. (George Washington, 1950); Albert T. Jennette, M.D. (North Carolina at Chapel Hill, 1959); Glendall L. King, M.D. (Washington Univ., 1955), Ph.D. (Illinois, 1949); Leslie C. Meyer, M.D. (Nebraska, 1943); George R. Miller, M.D. (Rochester, 1944); Ronald A. Pruitt, M.D. (Med. Coll. of Virginia, 1959).

Clinical Instructor: William J. Callison, M.D.

DIVISION OF OTOLARYNGOLOGY

Professor: William R. Hudson, M.D. (Bowman Gray, 1951), *Chief*.

Professor: George Baylin, M.D. (Duke, 1937).

Associate Professors: T. Boyce Cole, M.D. (North Carolina at Chapel Hill, 1962); Joseph C. Farmer, Jr., M.D. (Duke, 1962); Patrick D. Kenan, M.D. (Duke, 1959).

Associate Clinical Professors: George B. Ferguson, M.D. (Jefferson Med. Coll., 1932); Carl M. Patterson, M.D. (Maryland, 1944).

Assistant Professor: John H. Casseday, Ph.D. (Indiana, 1970).

Assistant Clinical Professor: Seth G. Hobart Jr., M.D. (Virginia, 1950).

Associate: Peter G. Kaufman, Ph.D. (Chicago, 1971).

Clinical Associates: Edward V. Hudson, M.D. (Bowman Gray, 1962); William B. Inabnet, M.D. (Louisiana, 1958); Robert L. Lawrence, M.D. (Vanderbilt, 1963); Thaddeus H. Pope, Jr., M.D. (North Carolina at Chapel Hill, 1957).

DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Professor: Nicholas G. Georgiade, D.D.S., M.D. (Duke, 1949), *Chief*.

Professors: Kenneth L. Pickrell, M.D. (Johns Hopkins, 1935); Galen W. Quinn, D.D.S. (Creighton, 1952), Orthodontics; Edward Clifford, Ph.D. (Minnesota, 1954).

Assistant Professors: John C. Angelillo, D.D.S., M.D. (Duke, 1970); Kenneth R. Diehl, D.M.D. (Emory, 1961), Orthodontics; Calvin R. Peters, M.D. (Louisiana, 1964); Donald Serafin, M.D. (Duke, 1964).

Research Associates: Ruth S. Georgiade, M.A.; Elizabeth H. King, M.D. (Duke, 1958).

DIVISION OF UROLOGIC SURGERY

Professor: James F. Glenn, M.D. (Duke, 1953), *Chief*.

Professors: E. Everett Anderson, M.D. (Duke, 1958); John E. Dees, M.D. (Virginia, 1933); James H. Semans, M.D. (Johns Hopkins, 1936).

Associate Professors: Robert A. Bonar, Ph.D. (California at Berkeley, 1953) Biophysics; John H. Grimes, M.D. (Northwestern, 1965); David F. Paulson, M.D. (Duke, 1964).

Associate Clinical Professors: Jack Hughes, M.D. (Pennsylvania, 1943); Stephen V. Kishev, M.D. (Sofia, Bulgaria, 1946); Louis C. Roberts, M.D. (Duke, 1934).

Assistant Professors: Ronald P. Krueger, M.D. (Duke, 1965); John L. Weinert, M.D. (Harvard, 1967).

Assistant Medical Research Professors: Don D. Mickey, Ph.D. (Louisiana State, 1969); Kenneth Stone, Ph.D. (Colorado, 1971).

Assistant Clinical Professors: A. James Coppridge, M.D. (Virginia, 1953); Joyce D. Coughlin, M.D. (Buffalo, 1944).

Associates: Elaine K. Crovitz, Ph.D. (Duke, 1964); Timothy R. Stephenson, M.B., B.S. (St. Bartholomew's Hosp., England, 1963).

Clinical Associates: James A. Bergant, M.D. (Kansas, 1969); Hector H. Henry II, M.D. (Tulane, 1965); Alexander Maitland III, M.D. (Yale, 1955); George H. Mickey, Ph.D. (Texas, 1938); Randall B. Vanderbeek, M.D. (Duke, 1963); Vernon H. Youngblood, M.D. (Emory, 1944).

Clinical Instructor: Edwin M. Tomlin, M.D. (Tennessee, 1946).

Research Associates: Yousuf Sharief, Ph.D. (North Carolina State, 1973); Karen S. Webb, Ph.D. (North Carolina at Chapel Hill, 1973); Heidi Wunderli, M.D. (Univ. of Basel, 1975).

Clinical Research Associate: Dannie H. King, M.S.

PROGRAM IN HEARING AND SPEECH DISORDERS

Professor: LuVern H. Kunze, Ph.D. (Iowa, 1962), *Director*.

Associate Professor: Raymond Massengill, Jr., Ed.D. (Virginia, 1968).

Assistant Professor: Allen S. Hall, Ph.D. (Ohio, 1970).

Associates: Burton B. King, M.A. (Northwestern, 1955); Robert G. Paul, Ph.D. (Oklahoma, 1969).

Instructor: Barbara G. Saunders, M.A.

Required Course

SUR-200 is the required course in surgery and is given in the second year. The course consists of an eight-week clinical clerkship for each student. The primary goal is the presentation of those concepts and principles which characterize the discipline of surgery. Basic studies which form the foundation of surgical practice

are presented at informal seminars three times weekly. The subjects discussed include antisepsis and surgical bacteriology, wounds and wound healing, inflammation, fluid and electrolyte balance, shock, the metabolic response to trauma, biology of neoplastic disease, gastrointestinal physiology and its derangements, and blood coagulation, thrombosis, and embolism.

The students are divided into small groups and each works with two senior surgical instructors. Students are assigned patients on the surgical wards for diagnosis and management. Rounds are made three times weekly with the faculty. Each morning students attend clinical rounds with the resident staff for discussion of surgical diagnosis and therapeutics. A one-hour session daily is devoted to demonstrations by the surgical specialties, including conferences in neurosurgery, orthopaedics, otolaryngology, plastic surgery, and urology.

Electives

SUR-201(C). Advanced Surgery—Emphasis Cancer. Advanced concepts in surgery will be presented in seminars, and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to clinical cancer and related basic topics, and the remainder to surgery generally. (Note: a seminar will be the same as in SUR-291. The student, therefore, may elect to take SUR-201 or 291 but not both. Terms: 1, 2, 3, and 4. Weight: 8. *Shingleton, Wells, Seigler, and Staff*)

SUR-202(C). Advanced Surgery—Emphasis Cardiovascular-Thoracic. Advanced concepts in surgery will be presented in seminars and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to cardiovascular-thoracic surgery and related basic topics, and the remainder to surgery generally. Term: 2. Weight: 8; 2 for seminars only. *Sabiston, Anderson, Oldham, Sealy, Wolfe, Young, R. Jones, and Fuchs*

SUR-203(C). Advanced Surgery—Emphasis Transplantation. Advanced concepts in surgery will be presented in seminars, and in ward, clinics, and operating room experience. Fifty to 75 percent of the time will be devoted to clinical transplantation and related basic topics, and the remainder to surgery generally. Term: 3. Weight: 8; 2 for seminars only. *Stickel, Seigler, Amos, and Staff*

SUR-204(C). Advanced Surgery—Emphasis Gastrointestinal and Trauma (Patient Care). Advanced concepts in surgery will be presented in seminars and in ward, clinic, and operating room experiences. Fifty to 75 percent of the time will be devoted to surgery of the alimentary tract and trauma and related basic topics, and the remainder to surgery generally. Term: 4. Weight: 8; 2 for seminars only. *Peete, Shingleton, Seigler, Clippinger, and Jones*

SUR-219(C). Advanced General and Thoracic Surgery (V.A. Hospital). Special attention will be given to those subjects in surgery common to all medical practices. Patients will be assigned to the students. The major emphasis will be on physiologic and pathologic changes, diagnosis, and the indications for operation. Every term. Weight: 8. *Postlethwait, Oldham, Fuchs, Seigler, Stickel, Scott Jones, and Wechsler*

SUR-221(C). Surgical Specialties and Ophthalmology (V.A. Hospital). The student will attend selected conferences of all the surgical specialties and ophthalmology. Additionally, the student will select two or three of these specialties in which to concentrate experience (on one service at a time) in the operating rooms, clinics, and wards of the V.A. Hospital, pathophysiology, diagnosis, and treatment will be emphasized. Every term. Weight: 8. *Postlethwait, Chandler, Cole, Dees, Urbaniak, and Cook*

SUR-222(C). Clinical Dentistry. Normal and abnormal development of head and oral structures. Importance of teeth for mastication, speech, and esthetics.

Pediatric to geriatric dental disease, its prevention, examination, diagnosis, and treatment. Surgical correction and clinical management of oral surgical problems. Every term. Weight: 1. *Quinn, Ross, Diehl, and Georgiade*

SUR-223(C). Medical and Surgical Renal Disease. Experience is offered in diagnosis and management of surgical diseases of the urinary tract and medical renal diseases with emphasis on clinical patient care. Participation in special urologic clinics and exposure to hemodialysis is offered with emphasis upon renal transplantation, renal failure, renovascular hypertension, and other aspects of medical and surgical disease. Every term. Weight: 8. *Glenn, Robinson, and Respective Staffs*

SUR-227(C). Clinical Urologic Surgery. The diagnosis, management, and surgical treatment of patients with urologic disorders will be stressed. Students will be afforded intimate association with the entire staff in the clinics, wards, and operating rooms and will participate in surgery. Cystoscopic and urographic diagnostic methods along with other techniques will be taught. Every term. Weight: 8. *Glenn, Dees, Anderson, Grimes, and Staff*

SUR-230(C). Seminar in Urologic Diseases and Techniques. Lecture-seminar course by members of the staff in urology and radiology, providing an introduction to the spectrum of urologic diseases, amplified by demonstration of urologic and radiologic diagnostic methodology. Clinical problems to be stressed include endocrinopathies, pediatric urology, obstructive uropathies, renovascular hypertension, urinary calculi, and urologic malignancies. Informal seminars given weekly. Every term. Weight: 2. *Glenn, Dees, Anderson, Barry, Semans, Grimes, and Staff*

SUR-233(C). Basic Neurosurgery Course. Disease conditions commonly encountered in neurosurgery are presented. Clinical presentation of a common neurological disorder, such as brain tumor or head injury, is made by a member of the staff. Clinical features and plan of diagnostic investigation are stressed. The clinical disorder is used as a focal point from which to carry the presentation into the basic science are related to the clinical problem. Terms: 1, 2, 3, or 4. Weight: 1. *Mahaley, Cook, and Kramer*

SUR-235(C). Clinical Neurosurgery. Course is designed for those students with future interest in the neurological sciences. Duties include the workup and care of inpatients, workup of clinic patients, assistants in the operating room, routine postoperative care, daily rounds, and night call. Weekly conferences are held in neurology, neuropathology, neuroradiology, neurophysiology and anatomy, and special lectures. Every term. Weight: 8. *Odom, Nashold, Mahaley, Cook, Kramer, and Wilfong*

SUR-237(C). Investigative Neurosurgery. The student is assigned a project relating to the neurological sciences and is provided with technical help, recording equipment, and experimental animals necessary for its completion. Each student plans and executes an individual project, with the help of the neurosurgery staff. Weekly conferences are also attended. Terms: 1, 2, 3, or 4. Weight: 8. *Odom, Nashold, Mahaley, Cook, Kramer, and Wilfong*

SUR-239(C). Clinical Otolaryngology. This course will provide the student with a comprehensive survey of clinical otolaryngology. Duties will include participation in both outpatient clinic activities and inpatient care in addition to assisting in the operating room. The student will participate in ward rounds and in the various conferences held by the division. Every term. Weight: 4 or 8. *Hudson, Kenan, Cole, and Farmer*

SUR-240(C). Otolaryngologic Seminar. This conference and demonstration course will provide an introduction to a variety of clinical problems in otolaryngology. Lectures will be supplemented with case presentations illustrating problems encountered in this field. Every term. Weight: 1. *Hudson, Kenan, Cole, and Farmer*

SUR-242(C). Psychophysiology of Hearing. An examination of the relation of anatomy and physiology of the central auditory system to auditory discriminations. Original papers on neuroanatomy, electrophysiology, and psychophysics of hearing will be read and discussed. Also listed as Psychology 321 in *Graduate School Bulletin*. Terms: 3 and 4. Weight: 3. *Casseday*

SUR-245(C). Reconstructive Plastic Surgery. Study of broad principles of trauma, wounding, healing, and varied reparative processes. Every term. Weight: 8. *Georgiade, Pickrell, Serafin, and Peters*

SUR-255(C). Medical Speech Pathology. Diagnostic and rehabilitation treatment used with patients at the Medical Center, including articulation disorders, delayed speech development, cleft palate, stuttering, voice disorders, aphasia, cerebral palsy, language disorders, mental retarded speech, lisping, oral inaccuracy, laryngectomy, and other disorders of speech not falling under one certain category. Every term. Weight: 1. *Massengill*

SUR-259(C). General Principles of Orthopaedics. A full-time or part-time experience on the orthopaedic service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experiences are included. Individual or group discussions each day with attending staff. The purpose of the course is to present broad concepts of orthopaedics to students planning general practice, pediatrics, allied surgical specialties, or orthopaedics. Every term. Weight: 4 or 8; 2 for seminars only. *Goldner, Clippinger, McCollum, Bassett, Urbaniak, Harrelson, Bright, and Staff*

SUR-261(C). Office and Ambulatory Orthopaedics. A full or part-time experience on the orthopaedic service with duties and responsibilities similar to a junior intern. Inpatient care, outpatient examination, and operating room experiences are included. Individual or group discussions each day with attending staff. The purpose of the course is to offer clinical experience to students who have completed the seminar portion of Surgery 259(C). Rotations will be similar to those of Surgery 259(C). Terms: 2 or 4. Weight: 8. *Bassett, Clippinger, Goldner, McCollum, Urbaniak, Bugg, Coonrad, Lincoln, Glasson, Lang, Frank, Harrelson, and Bright*

SUR-267(C). Clinical Conference in Cerebral Palsy and Children's Orthopaedics. Conference is arranged for those interested in neurological disease, pediatric orthopaedic problems, and related fields. These conferences demonstrate both the individual and group approach to the patient with complex neurologic conditions as it effects both growth and development. Outpatients and inpatients are utilized for subject material. Staff personnel readily available for individual seminars. Terms: 1, 2, 3, or 4. Weight: 2 or 4. *Coonrad, Bassett, and Goldner*

SUR-275(C). Electromyography. This course is an introduction to the theory, techniques, and practice of clinical electromyography. Conference and demonstrations are the principle methods of instruction. The student participates in all phases of diagnostic study and learns the indications for use of electromyography as well as the interpretation of data. Every term. Weight: 2. *Clippinger, Urbaniak, and Orthopaedic Staff*

SUR-277(C). Orthopaedic Research. Individual projects are assigned for completion during a limited period of time. A student works with an investigator in the orthopaedic laboratory either at Duke Medical Center or the Durham V.A.

Hospital. Clinical investigative studies are also available at both institutions. Every term. Weight: 8. *Goldner, Urbaniak, Bright, Harrelson, Evans, Orthopaedic Senior Staff, and House Staff*

SUR-281(C). Introduction to Fractures and Musculoskeletal Trauma. Students will participate in the emergency management of patients through the Duke Emergency Room primarily, but also through Durham County General and the Durham V.A. Hospitals. Principles of fractures in trauma will be given throughout the week at specified times and attendance at fracture clinic will be required. Every term. Weight: 3. *Entire Senior Staff at Duke and Durham County General, Supervision by Dr. Goldner at Duke, Dr. Urbaniak at V.A., and Dr. Coonrad at Durham County General*

SUR-291(C). Cancer: Community Health Sciences, Obstetrics-Gynecology, Pediatrics, Pathology, Radiology, and Surgery Aspects. Taught by an interdepartmental faculty, this course consists of weekly seminars, Thursday 3:00-5:00 p.m. and conferences on Wednesdays 12:00 noon-1:00 p.m., and Saturday 8:30-9:30 a.m. in clinical and related basic aspects of oncology; and ward and clinic experiences in diagnosis and treatment (remaining time). The student may elect one clinical department for the ward and clinical experiences or work in an experimental oncology laboratory. Terms: 1, 2, 3, and 4. Weight: 8 hours—full course; 2 hours—seminars and conferences. *Shingleton, Heyden, Johnston, Farmer, Silberman, and Metzgar*

SUR-299(C). Advanced Surgical Clerkship. This course is structured to provide the student with a comprehensive approach to surgical disorders. Each student will choose to work in the clinics, or on the wards, in the operating rooms and in the laboratory with one senior surgeon for eight weeks. Advanced concepts in surgery will be taught and problem-solving techniques will be demonstrated. Every term at discretion of instructor. Student should make advanced arrangements with the specific instructor. Weight: 8. *Sabiston, S. Jones, Oldham, Postlethwait, Sealy, Seigler, Shingleton, Stickel, Young, Anderson, Wells, Wolfe, R. Jones, and Fuchs*

SUR-301(C). Emergency Department Surgical Care. Students desiring additional experience working with care of emergency surgical patients will be assigned to the emergency department one night per week for each credit desired. They will participate in the diagnosis and care of acute and traumatic surgical emergencies. Every term. Weight: 1 and 3. *Moylan*

SUR-303(C). Trauma Service. This course is designed to provide students interested in trauma care with further experience both in the Emergency Department and on the inpatient Trauma Service. The course will emphasize both triage and resuscitation for major and minor emergency problems in the Emergency Department and also preoperative and postoperative care on the inpatient Trauma Service. The student will have a full-time experience by assuming duties and responsibilities similar to a junior intern. Emphasis will be placed on developing skills in the care of patients with multisystem injuries in the Emergency Department, Inpatient Service, and Operating Room. Students will work in conjunction with the attending staff and the senior assistant trauma resident. Every term. Weight: 8. *Moylan*

Special Interdisciplinary Training Programs

BSP-201(B). Biobehavioral Study Program. The focus of the program will be to obtain an understanding of basic processes underlying normal and pathological human behavior. The year-long or two-term experience is designed to familiarize

the medical student with significant developments in the behavioral sciences, investigative methodology used to examine human behavior, and the application of findings to medicine. Each student will be given the opportunity to focus on some determinant of human behavior which may include biological, psychological, developmental, or social factors. The major portion of the student's time will be spent in closely supervised library or laboratory research in an area of the student's interest, resulting in the preparation of a report of the work. To augment the specific interest of the student, either through seminars or guided readings, familiarity with current issues in the biobehavioral sciences will be emphasized. Students enrolled in this program may take courses given in the medical and graduate schools, and it is expected that they will integrate and balance their work with some courses of general medical importance. The faculty for the Bio-behavioral Study Program is a multidisciplinary group representing several departments of the Medical School and the University and is involved in a broad range of interests in individual and group behavior. Students are encouraged to contact faculty members prior to enrollment in this study program to investigate areas of mutual interest that will form the basis for the supervised research experience. Every term. Weight: 9 units per term. *Program Director: Clifford*

CVS-201(B). Cardiovascular-Respiratory Sciences Study Program. The Study Program in Cardiovascular-Respiratory Sciences (CVS) is designed to offer third-year students instruction for one academic year in basic sciences as applied to the understanding of the cardiovascular and respiratory systems in health and disease. The program is interdepartmental in nature and will constitute a full credit load for those students who participate. It is comprised of three parts that run concurrently.

1. Individual Tutorial. The student will identify with a senior member of the medical school faculty who is participating in the program and whose field of work is in the cardiovascular or respiratory area. The major part of the educational program for the student will be in the form of individual tutorials with this member of the staff. This tutorial may range from full-time independent research to an intensive study experience for the student. The student and the tutor will develop a plan and the student will review it with the Director of the Program.
2. Group Seminar. A seminar series will be developed according to the needs and desires of the students, the purpose of which is to read and discuss selected papers and/or discuss problems and topics which arise in the course of the lectures or are complementary to them. Students will be active participants in the seminar, and through this mechanism it is hoped to integrate knowledge of cellular physiology and pharmacology into an understanding of organ system function and control.
3. Lecture Courses. The following courses are required: The Heart (207), Peripheral Circulation (205), and the Respiratory System in Health and Disease (208). These courses in cardiovascular and respiratory physiology will present selected topics in cardiovascular and respiratory physiology including analysis and evaluation of experimental and clinical studies relating to selected diseases of circulation, cardiac electrophysiology and arrhythmias, ventricular-atrial function, congenital disordered function and coronary blood flow, pulmonary mechanics, central and peripheral regulation of ventilation, pulmonary circulation and respiratory responses to exercise, altitude, and hyperbaric environments.

The above plan provides a structured and recommended curriculum design. Within this framework multiple pathways are available because of the concentration of effort in the tutorial experience. Tutorials can be arranged within any of the



basic science departments or with individuals in clinical departments whose orientation or research is consistent with the goals of the program. Once a tutor is identified, added flexibility is gained by having the option to elect courses in addition to the required course in physiology and pharmacology or to elect seminars in addition to the group seminar. Terms: 1, 2, 3, and 4. Weight: 9 units per term. *Program Directors: E. Johnson and P. Anderson*

DDS-201(B). Development and Differentiation Study Program. Objectives: recent advances in molecular and cell biology provide new concepts in the area of developmental biology. This program is designed to give the medical student an appreciation of the phenomena of development as well as advanced training in a variety of biomedical disciplines. In order to provide a comprehensive coverage for many areas the program has been organized on a multidisciplinary level.

Particular emphasis is placed on the biochemistry of the cell surface as a basis of cell recognition, control of the cell cycle, and overall tissue organization. An analysis of protein nucleic acid interactions in chromosome structure and function are considered in the light of newer concepts of transcriptional and translational control. Studies also include nuclear cytoplasmic interactions as well as hormone induction of differentiation and development. The rapidly expanding body of knowledge gained from these approaches will be examined by the medical student through seminars as well as the opportunity for direct observations in the laboratories of participating faculty. The program provides an opportunity for the medical student to obtain an introduction to advanced training or research in a

field of study of interest, including hematology, endocrinology, pediatrics, and immunology.

The program can be selected by the student for one or two semesters. First Semester: the first semester will consist of (1) a series of lectures given three times a week to cover basic principles, (2) a series of seminars conducted by the students under the guidance of the faculty, and (3) rotation through the laboratories of the participating faculty. During this rotation the student will learn through direct observation, participation, and discussion with the staff of each laboratory. The student may also undertake research in one of the laboratories.

The students will meet Monday, Wednesday, and Friday at 11:20-12:10 to attend the introductory course in development and differentiation. This course covers basic principles and is taught by the entire faculty for the purpose of establishing a firm foundation for the more advanced studies to be given in the second semester. The students will also prepare and attend seminars in differentiation and development. These seminars will be conducted by the students under the guidance of the faculty.

The students will also have ten to twelve weeks of laboratory rotation. This laboratory rotation will be through the laboratories of the participating faculty. The experience will occupy three to five hours per week and will consist of a series of laboratory experiments to learn through direct observation, participation, and discussion with the staff of each laboratory. The experiments are carefully selected to provide an opportunity for the student to become familiar with different types of research material, as well as specific laboratory techniques. Most important, however, the student has the opportunity not only to learn experimental design but to become familiar with unique sources of material.

Upon entrance into the program the student will be interviewed by the faculty. This will be important in order to take this opportunity to examine for any obvious deficiencies and suggest a program that will complement a future medical career. It should be emphasized that the students are not encouraged to take a large series of courses, and in some cases, for example, a student may wish to start a research tutorial early in the semester rather than deferring this decision to a later date. Students may also elect to spend part of their time in a library project under close faculty supervision. If the student elects a library project, this work will be circulated among the faculty and will be presented in an indepth seminar. As a general rule, mornings are reserved for course work and the afternoons for laboratory rotation and tutorials.

Second Semester: the students in the second semester will continue the course in development as well as other appropriate courses comprising the study program. It should be emphasized that the student is provided considerable flexibility in this program since there is no penalty for taking eighteen hours of course work for the first semester only. Terms: 1 and 2 required; 3 and 4 optional. Weight: 18 per semester. *Co-Chairmen: McCarty and Counce*

EDR-201(B). Endocrinology and Reproductive Biology Study Program. This interdepartmental program is designed to provide third year medical students with an opportunity for indepth study of cellular endocrinology, neuroendocrinology, and reproductive biology as these relate to the function of the endocrine and reproductive systems in health and disease. In this program, major emphasis is placed on development of a plan of independent study for each student which is based on a tutorial or preceptorial association with an individual member of the program faculty. In addition, all members of the program, including faculty, meet regularly for seminars, discussions, and guest lectures on selected topics of interest to the entire group. A student normally spends four terms in the program and receives full credit for the medical school advanced basic science

requirement. Although the program traditionally begins in September, its structure is potentially flexible enough to accommodate those who wish to begin in any term, including the summer terms. It should be emphasized that while the primary aim of the program is to provide an intensive experience in endocrinology and reproductive biology, opportunity is provided within the program format for students to broaden their basic science background by taking courses which may be unrelated to the subject matter of the study program.

For all students, the program consists of the following components:

1. An Individual Tutorial. This is carried out in association with one or more senior faculty members selected by the student and generally involves laboratory research in a particular area of endocrinology or reproductive biology. Before entering the program, students are asked to complete their tutorial arrangements. In order to facilitate this process, the Program Director will, on request, direct students to appropriate members of the program faculty or other members of the Medical School faculty whose specialty and research interests would permit them to participate in the program.
2. The Seminar. Held weekly on Tuesday afternoon throughout the academic year. The seminar covers various topics in endocrinology and reproduction in a format designed to explore current concepts, primarily through critical reading and discussion of contemporary literature. The seminar utilizes the background and experience of all members of the program faculty, guest speakers, and active student participation to develop an integrated approach to basic problems in endocrinology and reproductive biology. Taken as a whole, the seminar series provides broad coverage of endocrine phenomena from a cell biology viewpoint. The application of basic concepts to clinical problems and human disease is considered to provide continuity with future clinical training.
3. Lecture Courses. There are no specific course requirements in this program. In order to provide additional breadth of preclinical experience related to immediate or long-term interests, students are encouraged to take up to four units of course work per term. As noted above, individual course selections are not limited to those related to endocrinology or reproductive biology, although consultation with the preceptor is recommended before making final selections. PHS-417, Cellular Endocrinology, and/or PHS-418 (ANA-418), Reproductive Biology, may be recommended to those students who desire additional formal coverage of basic mechanisms. Every term. Weight: 9 units per term. *Program Director: Lebovitz*

ISP-201(B). Immunology Study Program. Objectives: this study program is designed for students whose career goals lie in one of the many clinical specialties which interface broadly with immunology: allergy-immunology, infectious diseases, rheumatology, hematology, transplantation, and oncology. A general fund of information is provided in the core course, Medical Immunology (MIC-330B), which emphasizes the role of immunologic mechanisms in various human disease states. Each student chooses a faculty preceptor, with whom an original research project is worked. It is encouraged that the student not be injected into the continuum of the preceptor's research interests but, rather, that an individual project which can be completed during the study program is developed. This laboratory effort may continue for two to four terms. The primary goals of the program are to encourage and develop the student's own creativity, so that the research interests and philosophies of the entire division are introduced to help the student gain a useful personal perspective on current immunologic thought with an emphasis on clinical relevance.

The student's efforts and time are divided as follows:

1. Preceptorship. the major emphasis of the program, during which the student functions much as graduate student in the division. 30 hours or more per week.
2. Medical Immunology (MIC-330B). The basic concepts of immunochemistry and immunobiology are reviewed in the first two weeks, and the remainder of the course describes the role of these concepts in the pathogenesis and treatment of several human disease states. Emphasis is given to tumor immunology, immunohematology, immunologic deficiency diseases, neuroimmunology, transplantation, autoimmunity, inflammation, and allergy. Patient presentations when applicable. Because the course meets daily, more than superficial coverage of the topics can be achieved. 5 hours per week. Terms: 3 and 4.
3. Seminars for Research Progress. Throughout the year each faculty member, fellow, and student in the division presents a brief informal seminar on on-going research. The discussion that follows is of great help to the presenter and allows the student to observe and participate in critical analysis of research before it is at the polished publication or formal seminar stage. 1 hour per week.
4. Immunology Division Seminar. A series of formal seminars by division faculty and visiting scientists. 1-2 hours per week.
5. Additional Course Work. The student may elect to take any of several courses in immunology and related fields, but is generally discouraged from excessively diluting the laboratory experience. Terms: 3 and 4 or longer. Weight: 9 units per term. *Levy*

NSS-201(B). Neurosciences Study Program. The Neurosciences Study Program is an interdepartmental, interdisciplinary program designed to coordinate the study of neurobiology in the third year curriculum. The program permits the student an opportunity for independent study and growth in neurobiology under the guidance of several basic science faculty members engaged in research on the nervous system. In recent years significant developments in molecular biology, electron microscopy, neurophysiology, and neurochemistry have given us an approach to the understanding of neural and muscular function at a cellular and subcellular level. These developments provide hope for a greater understanding of the biologic basis of brain, nerve, and muscle function and tremendously increase our need for well-trained physicians to understand the fundamental basis of neurobiology for careers relevant to the specific area as well as to all of medicine.

The program will last for thirty-two weeks. Participation in the program will require active participation in a neurobiology study group tutorial and in a preceptorship with one of the basic science faculty members. The major emphasis of the program will be on individual laboratory research training under the preceptorship of one of the members of the training staff. In addition, the trainee in consultation with the preceptor will be encouraged to enroll in one or two courses relevant to the trainee's special interests and career plans. A wide range of projects are available for interested students. For physiologic approaches to the nervous system, the laboratories of Dr. George Somjen, Dr. Lorne Mendell, Dr. Blaine Nashold, Dr. John Moore, Dr. Frans Jöbsis, and Dr. Wesley Cook are available. For pharmacology, the laboratories of Dr. Saul Schanberg, Dr. James Davis, and Dr. Toshio Narahashi; for morphological studies, the laboratories of Dr. J. David Robertson, Dr. M. Stephen Mahaley, Dr. F. Stephen Vogel, and Dr. Talmage Peele are available. For virologic studies, the laboratories of Dr. Darell Bigner, Dr. Nelson Levy, and Dr. Stephen Mahaley are available. For biochemical studies, the laboratories of Dr. Stanley H. Appel, Dr. Ara Tourian, Dr. Norman

Kirshner, Dr. Allen Roses, Dr. Jacqueline Reynolds, Dr. Charles Tanford, and Dr. Bernard Kaufman are available.

The neurobiology study group tutorial will permit students to gain understanding of several different aspects of neurologic science as well as topics in the biology of behavior. These meetings are held two times a month and consist of topics selected by the students from a list provided by the faculty members of the program. The range of topics include pertinent subjects of neuroscientific relevance such as aspects of macromolecular synthesis, neural development and function, neural subsystems and physiologic operations, communication and coding in the nervous system, recognition and control at a molecular level, and selected aspects of molecular neurobiology. In addition, the students are required to attend monthly Monday evening seminars from 7:00-9:00 p.m. which are part of the postdoctoral program in neurobiology. The sessions are given by postdoctoral students and cover subjects relevant to the biology of behavior and essential to an understanding of neurobiology.

At the beginning their laboratory experience, all students submit their research protocol and at the termination all students submit a paper describing their work and accomplishments during the year. Students are encouraged to attend one meeting on a national level thought by their preceptors to be essential to the educational experience in the neurosciences. Terms: 1, 2, 3, and 4. Weight: 9 units per term. *Directors: Roses and Appel*



VSP-201(B). Virology Study Program. Objective: to indicate the relevance of investigative virology to problems of clinical medicine and to provide an introduction to recent advances in virus research. The program will consist of:

1. Lectures and Seminars. Students will take two courses consisting of lectures and seminars: MIC-304(B)—Basic Medical Virology and PTH-376(B)—Pathology of Viral Diseases. Topics to be discussed in Basic Medical Virology (two hours per week) are structure and replication of some of the major virus groups as a basis for the understanding of viral pathogenesis; cellular and host responses to viral infections; immune responses to, and the immunopathology of, viral infections; DNA and RNA tumor viruses and their possible role in malignancy. In the course on the pathology of virus diseases (four hours per week), emphasis will be placed on clinical, pathological, immunological, and epidemiological relationships in viral diseases.
2. Other Courses. Students in the program will have an option to take one additional relevant lecture course, approved by the course directors.
3. Individual Tutorial. During the remainder of the time each student will be supervised by a faculty member participating in the program in a study project. It is generally believed that it would be most beneficial for a student to carry out a laboratory research project. Lectures and seminars have been planned so that students can spend at least five to six hours each day in the laboratory. In the case that the program directors would approve of a project of a different nature, the student again would be supervised by one of the participating faculty members. In a study project of this kind, a student might be expected to take more than one additional relevant course. Terms: 1 and 2. Weight: 9 units per term. *Program Co-Chairmen: Zweerink and Lang*

IND-300(B) or (C). Interdisciplinary Seminar in Medical-Legal-Ethical Issues. The seminar will be composed of students in approximately equal number from the Medical, Divinity, and Law Schools, and will explore important medical, legal, and ethical features of current issues (e.g., transplantation, euthanasia, abortion). Faculty and resource persons from all three schools will participate in the seminar. Up to four introductory sessions in the fall semester for all participating students and faculty will be concluded with arrangement of interdisciplinary terms and selected topics. Student teams will meet during the winter and consult at intervals with faculty. All seminar participants will reassemble for a series of weekly meetings, ending in mid-March, to present and discuss the topics researched. Any topics, properly focused, may be considered. Terms: 2 and 3. Weight: 2. *Dyer (Medical), Shimm (Law), Smith (Divinity), and Other Faculty Members from the Medical, Law, and Divinity Schools*



School of Nursing

School of Nursing





The Nursing Programs

Bachelor of Science in Nursing. The School of Nursing offers a four-year course of study leading to the degree of Bachelor of Science in Nursing. Thirty-two courses including small-group learning experiences and thirteen upper division required courses in nursing are necessary to complete the program.

The first two years of the curriculum consist of required courses and elective courses in liberal arts, basic sciences, or nursing. The third and fourth years consist of the required courses in the nursing major, with provision for electives in the arts, sciences, or nursing. Opportunities are provided for students to undertake independent studies in nursing or other areas of interest.

Early in the junior year, students participate in clinical nursing practice where they acquire knowledge, skills, and attitudes appropriate for professional nursing. Provision for elective courses in most semesters enables the student to pursue a secondary or complementary field of interest, including the opportunity to acquire a double major. Option to pursue electives in nursing provides the opportunity for each student to begin specialization in clinical nursing.

Graduates are eligible to apply for examination for licensure as registered nurses in any state. Additional information may be obtained by writing for the *Duke University Bulletin of Undergraduate Instruction*.

Master of Science in Nursing. The Master of Science in Nursing program prepares nurses to assume major leadership roles in the improvement of methods of delivery and the quality of health care of selected target populations in a chosen setting or settings. The practice sites of students can encompass all stages and phases of health and illness as experienced by people as individuals, and as members of families, groups, complex organizations, and communities.

The faculty believes that graduate education best takes place in an environment which fosters a combination of wisdom and imagination and promotes curiosity and freedom to innovate, rather than one which is limited to the acquisition of knowledge and skills which are required for practice in the present.

The graduate of the program, regardless of the chosen area of clinical interest, will be expected to: (1) demonstrate expertise in a defined area of practice, (2) conduct inquiry into the nature of health and the practice of nursing, (3) employ strategic approaches to changing social systems for the improvement of health

care, and (4) collaborate in the formulation of health policies and the delivery of health care.

The curricular plan emphasizes flexibility within a basic structure to best afford the realization of students' varying professional goals. Students concentrating on selected areas of nursing practice design the clinical component of the core courses in a manner suited to the achievement of their specified goals, but they also participate in seminars with student peers.

The program is three semesters in length for a full-time student and can be completed within one calendar year. Part-time study is available with program completion expected in three years. Clinical facilities and learning resources in the Medical Center and surrounding community are varied and easily accessible.

Curriculum Plan. First semester: Research and Theory Development in Nursing I (4 units); A Systems Perspective for Nursing, Practice I (7 units); elective (3 units). Second semester: Research and Theory Development in Nursing II (4 units); A Systems Perspective for Nursing Practice II (7 units); elective or thesis (3 units). Third semester: clinical practicum (10 units); elective or thesis (3 units).

Electives may be nursing or non-nursing courses. A thesis option may be pursued in lieu of 6 units of electives.

Students completing the program will be awarded a Master of Science in Nursing degree and will be prepared to function as clinical specialists. For those seeking positions in teaching, an additional semester of courses is available. An administration of nursing services program is being developed.

Admission Requirements. (1) Bachelor's degree with an upper division major in nursing from a National League of Nursing accredited program; (2) an undergraduate scholastic average of *B* or better; (3) an introductory course in descriptive and inferential statistics; (4) registration as a professional nurse.

Dates for Application. An application with all supporting documents must be submitted by April 1 for fall semester admission; November 15 for spring semester admission; March 15 for summer session admission.

Tuition and Financial Aid. Tuition is \$130 per unit. A number of federal traineeships are available to qualified students for full-time study.



Allied Health Division

Allied Health Division





The Allied Health Programs

The health-services educational programs offered at the Duke University Medical Center that are neither medicine nor nursing are coordinated by the Division of Allied Health. Every effort is made to keep each of these allied health programs closely related to the Medical School departments whose fields they serve.

In recognition of the growing need for fully qualified teachers, and of the fact that the facilities at Duke are limited as to the number of programs and students they will accommodate, increasing emphasis is being given to degree programs. The Bachelor of Health Science degree is now available to qualified students in the Physician's Associate Program, Medical Technology Program, and Pathology Assistant Program and has been authorized for additional programs as warranted. In qualifying for the B.H.S. degree, the courses taken must meet the University's standards of quality, rigor, and relevance.

A number of Allied Health Programs are cosponsored by the adjacent V.A. Hospital. The V.A. has constructed and equipped a modern educational facility on its hospital grounds where a large portion of the classes for certain allied health programs are held.

Current University tuition is charged for the master's and bachelor's degree programs. Students enrolled in certificate courses are usually charged a token course fee. A nonrefundable registration fee is charged. Due to the spiraling cost of medical and allied health education, tuition or course fees may be changed without prior notice.

The major allied health programs are briefly described below. More information about individual programs is contained in the *Bulletin of Duke University, 1977-78, Allied Health Programs* and is available upon request. Inquiries regarding specific programs should be directed as indicated for each program; general inquiries relating to the total field of two or more programs should be addressed to Allied Health Education, Duke University Medical Center, Durham, N.C. 27710.

Bachelor of Health Science Degree Programs

Medical Technology. This two-year program provides both academic theory and instruction in the performance of laboratory procedures which yield patient data used in evaluating total health care. The curriculum is structured so that the student may apply knowledge in the basic sciences toward a Bachelor of Health Sciences (B.H.S.) degree in medical technology, in both the junior and senior years.

Educational techniques, instrumentation, and supervision-management courses are included in the curriculum. Further information and application form requests should be directed to the Program Director, Medical Technology Program, Box 3712, Duke University Medical Center, Durham, N.C. 27710.

Pathology Assistant. The Pathology Assistant Program is designed to meet the growing need for trained personnel to assist the pathologist in the areas of clinical diagnosis and anatomical pathology. Upon completion of the program, students will have acquired knowledge and skills that will permit them to fill important roles in the medical field. The pathologist is a physician and scientist whose primary functions are the study, research, and diagnosis of disease, and customarily has the responsibility for the direction of clinical anatomical pathology and surgical pathology services in the hospital. Requests for further information and application forms should be directed to the Director, Pathology Assistant Program, Department of Pathology, Box 3712, Duke University Medical Center, Durham, N.C. 27710.

Physician's Associate. More than a decade ago, clinicians at Duke University Medical Center concerned with the application of new diagnostic and therapeutic procedures, found they could safely and effectively delegate many of their tasks to nonphysicians. The physician's associate possesses a broad understanding of medicine and health care. Students are chosen on the basis of their demonstrated commitment to providing health care, academic potential, and ability to communicate with patients. These innate strengths are developed during the two years of study. At the end of this time, the graduate physician's associate is able to interrelate with patients to obtain a thorough history and physical examination, to record this information, and to present it clearly to a physician. In addition, physician's associates provide patient care services such as cast application and removal, wound suturing, dressing changes, after-hour laboratory studies, and assessing and monitoring the progress of ill patients. Duke University Medical Center awards the Bachelor of Health Science degree to those students who have the necessary number of undergraduate hours at the time of matriculation and a certificate to all students upon completion of the Physician's Associate Program. Requests for further information and application forms should be directed to: Director of Admissions, Physician's Associate Program, Box 2914, Duke University Medical Center, Durham, N.C. 27710.

Master's Degree Programs

Health Administration. The profession of health administration emerged early in this century in response to the increasing demand for health services. Over the years several specific areas of health administration have been identified, most notably; public health administration, hospital administration, medical care organization, and comprehensive health planning. All of these require a common set of managerial skills and a broad knowledge of the health system and its environment. It has been estimated that the system requires approximately 60,000 individuals in positions involving health administration. In recognition of the complexity and importance of hospitals, Duke University established the first graduate program in the nation for the training of hospital administrators in 1930. Requests for further information and application forms should be directed to the Graduate School, Duke University, Durham, N.C. 27706.

Physical Therapy. The Master of Science degree program is designed to provide a broad foundation in the art and science of physical therapy and to provide opportunities for the development of skills in health administration and

supervision, curriculum development, and directed teaching in physical therapy, and in advanced clinical education or research. The program is approved by the Council on Medical Education of the American Medical Association in collaboration with the American Physical Therapy Association. Requests for applications and further information should be directed to the Director of Graduate Studies, Department of Physical Therapy, Box 3965, Duke University Medical Center, Durham, N.C. 27710.

Certificate Programs

Clinical Psychology Internship. The Division of Medical Psychology, in cooperation with the Division of Child Psychiatry, Highland Hospital, and the Durham Veterans Administration Hospital, offers internship training in clinical psychology to qualified doctoral students. The program, approved by the American Psychological Association, provides experience in many contexts with a wide diversity of patients. Internship training emphasizes experience in the traditional activities of clinical psychologists: assessment, consultation, psychotherapy, and research. Those successfully completing the requirements for internship will be awarded a Duke University Medical Center certificate. Correspondence concerning admission to the program should be directed to the Director, Clinical Psychology Internship Program, Box 3812, Duke University Medical Center, Durham, N.C. 27710.

Cytotechnology. Progress in the early detection of cancer by the microscopic examination of smears of cell samplings, especially from the female genital tract, has resulted in the specialty of cytotechnology. The cytotechnologist deals with the technical and diagnostic aspects of exfoliative cytology. Graduates of the program are awarded a certificate and are eligible to take the certifying examinations given by the Registry of Medical Technologists of the American Society of Clinical Pathologists. Requests for further information and application forms should be directed to the Director, Cytotechnology Program, Department of Pathology, Box 3712, Duke University Medical Center, Durham, N.C. 27710.

Electrophysiologic Technology. In 1961, Duke University Medical Center began its formal program in electrophysiological technology as an expansion of the inservice training program begun in 1955 at the Durham Veterans Administration Hospital. Every year the laboratories in the Medical Center perform over 4,000 examinations including investigative procedures during brain surgery. Upon successful completion of this program, graduates are awarded a certificate and become eligible to take the certifying examination given by the American Board of Registration of Electroencephalographic Technologists. Requests for further information and application forms should be directed to the Director, Electrophysiologic Laboratory, Box 3838, Duke University Medical Center, Durham, N.C. 27710.

Health Administrators Management Improvement Program. The Health Administrators Management Improvement Program (HAMIP) is conducted by the Department of Health Administration at Duke University specifically to strengthen the management skills of practicing hospital administrators who have not completed formal university-based education in hospital administration. It is designed to allow the working administrator to acquire skills and knowledge for more effective management of the hospital with a minimum of time away from the job. A certificate is awarded for successful completion of the program. Forms may be obtained from Coordinator, Health Administrators Management Improvement Program, Box 3018, Duke University Medical Center, Durham, N.C. 27710.

Hospital and Clinical Pharmacy Residency. The Hospital and Clinical Pharmacy Residency is a twelve-month postbaccalaureate program conducted by the Department of Pharmacy. The residency is designed to give the graduate pharmacist experience in the administrative aspects of hospital pharmacy and to offer advanced training in clinical pharmacy practice. Management of modern drug dispensing systems, such as computerized unit dose drug distribution, an intravenous admixture program, and a hyperalimentation team and a radiopharmacy laboratory is emphasized. Considerable experience in the patient-care setting is obtained. Strengthening of leadership capabilities is stressed in the residency. Requests for further information and application forms should be directed to the Director, Department of Pharmacy, Box 3089, Duke University Medical Center, Durham, N.C. 27710.

Nuclear Medicine Technology. In the fall of 1967, the Division of Nuclear Medicine in the Department of Radiology of the Duke Medical Center began a full-year program in Nuclear Medicine Technology. This program is approved by the American Medical Association, and upon completion of studies the student is awarded a certificate and becomes eligible to take the ARRT and ASCP registry examinations in nuclear medicine technology. Requests for further information and application forms should be directed to the Director, Nuclear Medicine Technology Program, Box 3166, Duke University Medical Center, Durham, N.C. 27710.

Nurse Anesthesiology. In 1931, the Duke University Medical Center Department of Anesthesiology established a program for registered nurses to further their study in anesthesiology. Students learn about the physiopharmacological effects of anesthesia and related drugs, the proper techniques for their administration, and the management of an entire treatment plan for patients requiring anesthesia. Upon successful completion of the required qualifying examination, graduates are eligible for membership in the American Association of Nurse Anesthetists. Requests for further information and application forms should be directed to the Director, Nurse Anesthesiology Program, Box 3094, Duke University Medical Center, Durham, N.C. 27710.

Operating Room Technology. The Operating Room Technology Program is a year-long course which begins in September and teaches basic sciences including anatomy and physiology, as well as aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor. During the clinical phase of training, students will be working directly with the surgical team scrubbing and circulating. Upon completion of the course a certificate is awarded.

Individuals wishing to enter the program must be eighteen years old, high school graduates or equivalent, and in good physical and mental health. Requests for further information and application forms should be directed to the Operating Room Technology Program, Box 3237, Duke University Medical Center, Durham, N.C. 27710.

Pastoral Care and Counseling. A graduate program in pastoral care and counseling is available to clergy of all religious groups. There are four program options: a single unit or clinical pastoral education, an internship, a residency, and a fellowship. All are designed to train ordained individuals who desire to specialize in pastoral care and counseling or to enhance their skills as parish clergy. Those who enroll in the program will be required to serve as chaplains or as pastoral counselors in the Medical Center or in the community of Durham. All program options are approved by the Association for Clinical Pastoral Education, Inc. Requests for application and further information about any of the programs

should be directed to the Coordinator of Clergy Training, Box 3112, Duke University Medical Center, Durham, N.C. 27710.

Postgraduate Licensed Practical Nurse Program in Operating Room Technique. This is a one-year program which begins in March or April and teaches basic sciences including anatomy and physiology as well as aseptic technique, history of surgery, instrument sterilization, and special techniques. All course work is coordinated by an instructor. During the clinical phase of training, students will be working directly with the surgical team either scrubbing or circulating. Upon completion of the course, a certificate is awarded. Individuals wishing to enter the program must be licensed practical nurses, should be between the ages of eighteen and forty-five, and in good physical and mental health. Requests for further information and application forms should be directed to the Licensed Practical Nurse Postgraduate Program, Box 3237, Operating Room, Duke University Medical Center, Durham, N.C. 27710.

Radiologic Technology Programs. The Duke University Medical Center and the Durham V.A. Hospital offer two radiologic technology programs: a twenty-four-month certificate training program and a twelve-month postgraduate advanced training program. Requests for further information regarding these programs should be directed to the Technical Director, Radiologic Technology Programs, Box 3108, Duke University Medical Center, Durham, N.C. 27710.

Respiratory Therapy. Respiratory therapy is one of the newest and fastest growing allied health specialties in the United States today, because of the increasing incidence of respiratory diseases in our society and the increasing complexity of the various modalities used in the treatment and diagnosis of these diseases. The respiratory therapist must be an expert in the therapeutic uses of such aids to the breathing process as medical gases, oxygen administering apparatus, humidity and aerosol devices, positive pressure ventilation, mechanical airways, and cardiopulmonary resuscitation. In September 1970, the Duke University Medical Center and Durham Technical Institute initiated an associate degree program in respiratory therapy under the medical direction of the Department of Anesthesiology. It is accredited by the Council on Medical Education of the American Medical Association and approved by the North Carolina State Board of Education. At the completion of this program the student is awarded the Associate in Applied Science degree and is qualified to participate in the national registry examination. Requests for further information and application forms should be directed to the Education Coordinator, Respiratory Therapy, Box 3911, Duke University Medical Center, Durham, N.C. 27710; or Program Director, Respiratory Therapy Program, Durham Technical Institute, 1637 Lawson Street, P.O. Box 11307, East Durham Station, Durham, N.C. 27703.



Appendix

ROSTER OF HOUSE STAFF BY DEPARTMENTS

Anesthesiology

Chief Residents: Scott A. Bertrand, M.D. (Baylor, 1973); Ann Groce, M.D. (North Carolina, Chapel Hill, 1972).

Senior Residents: Enrico Camporesi, M.D. (Univ. of Milan, Italy, 1970); Farid Dakermandji, M.D. (Aleppo, Syria, 1973); Lennart Fagraeus, M.D. (Karolinska Inst., Sweden, 1965); Richard L. Goldhamer, M.D., (New York Med. Coll., 1970); Donald A. Mundy, M.D. (Univ. of Alberta, 1967).

Junior Residents: Matthew J. Becker, M.D. (Duke, 1974); Anthony C. Fouts, M.D., (Duke, 1975); Richard L. Hanberry, M.D. (Duke, 1976); Bernard Vick, M.D. (Bowman Gray, 1957).

Family Medicine

Chief Residents: David F. Elliott, M.D. (Miami, 1974); Stephen W. Friedman, M.D. (Tulane, 1972); Richard G. Joslin, M.D. (Virginia, 1974).

Residents: Kathryn M. Andolsek, M.D. (Northwestern, 1976); Leandro C. Area, M.D. (Duke, 1975); Evan A. Ballard, M.D. (Duke, 1976); William J. Blackley, M.D. (North Carolina at Chapel Hill, 1976); Andrew A. Bonin, M.D. (Duke, 1975); Susan E. Brown, M.D. (Georgetown, 1976); Howard T. Chatterton, M.D. (Duke, 1976); Joyce A. Copeland, M.D. (North Carolina at Chapel Hill, 1975); Timothy D. Coughlin, M.D. (Cincinnati, 1972); Christina S. de la Torre, M.D. (Buenos Aires State, Argentina, 1972); Hubert A. Derby, M.D. (Tufts, 1975); Victor Alberto Diaz-Avocato, M.D. (Universidad de Nuevo Leon, Mexico, 1972); John C. Dickinson, M.D. (Columbia, 1975); Philip A. Drew, M.D. (Albany, 1974); Raymond A. Gaskins, Jr., M.D. (North Carolina at Chapel Hill, 1976); Richard S. Goldberg, M.D. (Michigan, 1976); Richard L. Grantham, M.D. (Louisiana State, 1976); Russell P. Harris, M.D. (Johns Hopkins, 1970); John R. Hartman, M.D. (Miami, 1976); Ellen B. Hartmann, M.D. (Ohio State, 1975); Mary C. Hilton, M.D. (Maryland, 1974); Lane E. Jennings, M.D. (Miami, 1975); Christopher L. Krogh, M.D. (Wisconsin, 1974); Lance H. Lang, M.D. (Connecticut, 1975); Robert H. McConville, M.D. (Indiana, 1972); Albert A. Meyer, M.D. (State Univ. of New York-Downstate Med. Ctr., 1975); Calvin J. Reams, M.D. (Miami, 1975); Francis P. Singer, M.D. (Duke, 1975); Richard E. Stutt, M.D. (Vermont, 1972); Walter R. Tucker, M.D. (North Carolina at Chapel Hill, 1974); Gregg A. Warshaw, M.D. (Michigan, 1976); Marjorie A. Williamson, M.D. (Jefferson, 1976); Frank Worixa, M.D. (Duke, 1976).

Medicine

Chief Residents: John R. Feussner, M.D. (Vermont, 1973); Michael C. Hindman, M.D. (Illinois, 1973).

Senior Residents: Neil Aronin, M.D. (Pennsylvania, 1974); G. Ralph Corey, M.D. (Baylor, 1973); Jeffrey Crawford, M.D. (Ohio, 1974); David G. Harrison, M.D. (Oklahoma, 1974); David A. Hester, M.D. (Oklahoma, 1973); James F. Keel, M.D. (Duke, 1974); Mark Leshin, M.D. (Washington, 1974); Eugene W. Linfors, M.D. (Duke, 1971); John W. McKeown, M.D. (Tennessee, 1973); Donald F. Nortman, M.D. (Harvard, 1972); Stuart H. Packer, M.D. (State Univ. of New York, Downstate Med. Ctr., 1974); Thomas E. Parker, M.D. (Ohio, 1974); Charles M. Rhodes, M.D. (Cornell, 1974); Robert D.

Stewart, M.D. (West Virginia, 1974); Victoria Szatalowicz, M.D. (Oklahoma, 1974); Eddie M. Williams, M.D. (Duke, 1974); Jeffrey W. Wilson, M.D. (Duke, 1972); James E. Wortman, M.D. (Northwestern, 1974).

Junior Residents: R. Christopher Agner, M.D. (Duke, 1974); Jeffrey M. Ambinder, M.D. (New York, 1975); Robert M. Ball, M.D. (Duke, 1974); Albert O. Davies, M.D. (Utah, 1975); Michael C. Dillon, M.D. (Kentucky, 1975); Anthony C. Fouts, M.D. (Duke, 1974); Richard A. Goldstein, M.D. (Pennsylvania at Hershey, 1975); David C. Grulke, M.D. (Duke, 1975); David S. Hess, M.D. (Duke, 1974); John A. Hoekstra, M.D. (Illinois, 1975); Michael J. Holtzman, M.D. (Northwestern, 1975); Norman P. Hudson, M.D. (Illinois, 1975); Joel Kovarsky, M.D. (Iowa, 1972); Eugenia C. Land, M.D. (Howard, 1975); William M. McClatchey, M.D. (Med. Coll. of Georgia, 1972); Louis J. McNabb, M.D. (Illinois, 1975); Walter J. Newman, M.D. (Duke, 1975); Sebastian T. Palmeri, M.D. (Georgetown, 1975); Frank S. Pancotto, M.D. (Chicago Med. School, 1975); Kathryn A. Peroutka, M.D. (Maryland, 1975); William J. Powers, M.D. (Cornell, 1975); Steven P. Preston, M.D. (Miami, 1975); David L. Richardson, M.D. (Duke, 1974); David B. Rubin, M.D. (Rush, 1975); Lewis J. Rubin, M.D. (Albert Einstein, 1975); Barbara J. Scherokman, M.D. (Medical Coll. of Georgia, 1975); Edward S. Schulman, M.D. (Jefferson, 1975); David E. Schwartz, M.D. (Albert Einstein, 1975); Michael B. Shipley, M.D. (Duke, 1974); William V. Singletary, M.D. (Duke, 1975); Dennis W. Smith, M.D. (Medical Coll. of Virginia, 1975); Raymond J. Toher, M.D. (Duke, 1974); James G. Wilson, M.D. (Mississippi, 1975).

Interns: Paul K. Anderson, M.D. (Tulane, 1976); Keith E. Berger, M.D. (Duke, 1976); Lawrence W. Biel, M.D. (Illinois, 1976); David F. Boerner, M.D. (Pennsylvania State, 1976); Charles N. Brown, M.D. (Texas, 1976); Carmine V. Dalto, M.D. (New York Univ., 1976); Mark Dellasega, M.D. (Kansas, 1976); Philip H. Dunn, M.D. (Duke, 1976); Jo David Fine, M.D. (Kentucky, 1976); Jan P. Goldberg, M.D. (Colorado, 1976); William Gough, M.D. (Rochester, 1976); Robert L. Heacock, M.D. (Ohio State, 1976); Victor W. Henderson, M.D. (Johns Hopkins, 1976); Steven P. Honickman, M.D. (Duke, 1976); Rodney A. Johnson, M.D. (Maryland, 1976); John W. Jones, M.D. (Duke, 1976); Richard L. Kerley, M.D. (New York Univ., 1976); Paul E. Klotman, M.D. (Indiana, 1976); Mark J. Knapp, M.D. (Wayne State, 1976); Norman P. Kossayda, M.D. (Wayne State, 1976); Sharon D. Luikart, M.D. (Duke, 1976); Britain W. Nicholson, M.D. (Duke, 1976); Ann L. Peterson, M.D. (Oklahoma, 1976); Richard P. Polisson, M.D. (Duke, 1976); J. Leighton Read, M.D. (Texas at San Antonio, 1976); Lakhi M. Sakhrahi, M.D. (Albert Einstein, 1976); John K. Sanstead, M.D. (Jefferson, 1976); Thomas J. Santoro, M.D. (New York Univ., 1976); Michael D. Schneider, M.D. (Pennsylvania, 1976); Eric B. Schoomaker, M.D. (Michigan, 1976); Edward H. Schuster, M.D. (Chicago, 1976); David A. Slosky, M.D. (Colorado, 1976); Karen J. Stuck, M.D. (Ohio State, 1976); Maury K. Topolosky, M.D. (Ohio, 1976); Christopher D. Truss, M.D. (Alabama, 1976); John H. Ward, M.D. (Utah, 1976).

Fellows: Philip E. Ashburn, M.D. (Bowman Gray, 1974); Rachid Baddoura, M.D. (American Univ. of Beirut, 1974); Edward Baptist, Ph.D. (Massachusetts Inst. of Tech., 1973); Herbert Baraf, M.D. (State Univ. of New York, 1973); Thomas M. Bashore, M.D. (Ohio, 1973); Dianne Y. Bell, Ph.D. (North Carolina State, 1976); David G. Benditt, M.D. (Manitoba, 1972); William R. Berry, M.D. (Duke, 1973); Sambhu Bhattacharyya, Ph.D. (Univ. of Calcutta, 1969); James C. Blosser, Ph.D. (Michigan, 1972); Theresa Blumfelder, M.D. (Univ. of Missouri, 1973); Robert S. Boger, M.D. (Harvard, 1972); Ben P. Bradenham, M.D. (Jefferson, 1973); Peter C. Brazy, M.D. (Washington Univ., 1972); John M. Burks, M.D. (Columbia, 1970); William Byrd, M.D. (North Carolina at Chapel Hill, 1970); Barbara Chang, M.D. (Albert Einstein, 1973); Jen-Tse Cheng, M.D. (Natl. Taiwan Univ., 1961); Martin Conley, M.D. (Duke, 1973); John H. Dixon, M.D. (Vanderbilt, 1973); Jeffrey Dwyer, Ph.D. (Southern California, 1974); George Eisenbarth, M.D. (Duke, 1974); Stanton Elias, M.D. (Pittsburgh, 1972); Joseph Fay, M.D. (Ohio, 1972); John Fedor, M.D. (Duke, 1976); Mark N. Feinglos, M.D. (McGill, 1973); Paul T. Forth, M.D. (Duke, 1970); Henry A. Foscue, M.D. (Duke, 1968); Theodore D. Fraker, M.D. (Ohio State, 1973); Larry J. Fretto, Ph.D. (California at Los Angeles, 1972); Robert D. Fusco, M.D. (Pittsburgh, 1973); Edward George, M.D. (Miami, 1971); Hernan D. Giraldo, M.D. (Univ. of Antioquia, 1971); Lowrie Glasgow, M.D. (Virginia, 1972); George Glaubiger, M.D. (New York Univ., 1970); Donald A. Greeley, M.D. (Illinois, 1971); Stuart Grefrath, Ph.D. (Duke, 1974); Steven H. Grossman, M.D. (Med. Coll. of Virginia, 1973); Earl Guthrow, M.D. (Pennsylvania, 1969); Gary P. Hansen, M.D. (Pennsylvania, 1973); Thomas W. Hauch, M.D. (Northwestern, 1972); Gholamhossain Hayatdavoudi, M.D. (Pavlavi Med. School, 1971); Robert G. Irvin, M.D. (South Carolina, 1971); Mitsuo Itakura, M.D. (Univ. of Tokyo, 1973); John Jandinski, D.M.D. (Tufts, 1972); Bruce Kaden, M.D. (Illinois, 1972); Khalil Kariman, M.D. (Mesched Med. School, 1969); Russel E. Kaufman, M.D. (Ohio, 1973); John Kelton, M.D. (Ontario, 1973); David Kreger, M.D. (Virginia, 1972); Len B. Lastinger, M.D. (Emory, 1970); Ann E. LeFurgey, Ph.D. (North Carolina at Chapel Hill, 1976); Robert M. Lester, M.D. (Duke, 1973); William M. Lieppre, M.D. (Pennsylvania, 1972); Kenneth Lindberg, Ph.D. (Pittsburgh, 1971); Richard Marchase, Ph.D. (Johns Hopkins, 1976); William Matthews, Ph.D. (Duke, 1972); Gale McCarty, M.D. (Duke, 1974); J. Frederick McNeer, M.D. (Duke, 1972); Joseph Moore, M.D. (Johns Hopkins, 1970); Kenneth Morris, M.D. (Ohio, 1972); Sakti Mukherjee, Ph.D. (Univ. of Calcutta, 1965); Michael Nash, M.D. (Duke, 1971); Garth A. Nicholson, M.D. (Univ. of Sydney, 1967); James E. Niedel, M.D. (Miami, 1973); John P. Parker, M.D. (Ohio, 1973); Phillip W. Poth, M.D. (Tulane, 1972); Eric Prystowsky, M.D. (Mt. Sinai, 1973); Stuart Robinson, M.D. (Duke, 1973); James K. Roche, M.D. (Pennsylvania, 1969); Garrett L. Rogers, M.D. (Houston, 1973); Mary C. Rose, Ph.D. (Case Western, 1970); William T. Rowe, M.D.

(North Carolina, 1969); Richard Rutherford, M.D. (Duke, 1971); Saura C. Sahu, Ph.D. (Pittsburgh, 1971); Ralph Scallion, M.D. (Case Western, 1975); Daniel C. Scullin, M.D. (Ohio, 1970); Burton V. Silverstein, M.D. (Pennsylvania, 1970); James Sodetz, Ph.D. (Notre Dame, 1975); Raghavapudi Somayajulu, Ph.D. (Shiraji, India, 1975); William Somer, M.D. (Duke, 1970); John W. Starr, M.D. (Duke, 1972); William W. Stead, M.D. (Duke, 1973); Charles Stuart, M.D. (State Univ. of New York, 1971); Judith L. Swain, M.D. (California at San Diego, 1974); Mary Switzer, Ph.D. (Illinois, 1973); Charlotte Thompson, M.D. (Duke, 1973); Harrison D. Turner, M.D. (Vanderbilt, 1971); Robert B. Vranian, M.D. (Yale, 1971); Thomas L. Wenger, M.D. (Boston, 1971); R. Sanders Williams, M.D. (Duke, 1974); Peter W. Wilson, M.D. (Texas at San Antonio, 1974); Pierre Wong, Ph.D. (Indiana, 1975).

DIVISION OF DERMATOLOGY

Frederick Behringer, M.D. (Duke, 1971); Charles Cardarelli, M.D. (St. Louis, 1973); Mary Greist, M.D. (Indiana, 1973); Janet G. Hickman, M.D. (Harvard, 1971); Dennis M. Hull, M.D. (Harvard, 1974); Bertram Kaplan, M.D. (Jefferson, 1974); Stanley B. Levy, M.D. (Georgetown, 1971); Manfred Rothstein, M.D. (Duke, 1971).

DIVISION OF NEUROLOGY

Howard S. Derman, M.D. (Rush, 1974); Matthew D. Gold, M.D. (Cornell, 1975); Geoffrey B. Hartwig, M.D. (Duke, 1972); Keith L. Hull, M.D. (Duke, 1975); James M. Love, M.D. (Duke, 1972); Patricia E. Moore, M.D. (Pennsylvania, 1973); Warren J. Strittmatter, M.D. (Duke, 1973); Robert S. Tillett, M.D. (Louisville, 1975); Jerome W. Tomc, M.D. (Marquette, 1967); Michael V. Yancey, M.D. (Duke, 1974).

Obstetrics and Gynecology

Chief Residents: David E. Miller, M.D. (Duke, 1974); Joseph M. Miller, Jr., M.D. (Duke, 1973); S. Malone Parham, M.D. (North Carolina at Chapel Hill, 1973); Robert J. Stillman, M.D. (Georgetown, 1973); Thomas N. Suciu, M.D. (North Carolina at Chapel Hill, 1973); Lindian J. Swaim, Jr., M.D. (North Carolina at Chapel Hill, 1973).

Assistant Residents: Elizabeth R. Baker, M.D. (Duke, 1957); Daniel Clarke-Pearson, M.D. (Case Western Reserve, 1975); Linda A. Clayton, M.D. (Duke, 1975); John H. Dorminy III, M.D. (Duke, 1974); Richard V. Forth, M.D. (Duke, 1975); Kenneth J. Fortier, M.D. (Dartmouth, 1976); Henry F. Gober, Jr., M.D. (Duke, 1975); James E. Graham, M.D. (North Carolina at Chapel Hill, 1974); Arnold S. Grandis, M.D. (Duke, 1974); Mary G. Hammond, M.D. (Florida, 1974); John W. Lane, M.D. (Duke, 1972); Peter D. Lawrason, M.D. (Duke, 1973); Stephen C. Lies, M.D. (Duke, 1976); David A. Nagey, M.D. (Duke, 1975); Steven M. Scott, M.D. (Indiana, 1974); Gregory P. Sutton, M.D. (Michigan, 1976); Daniel B. Whitesides, M.D. (Duke, 1976); Christopher J. Wilson, M.D. (Baylor Med. Coll., 1973); Paul W. Zarutskie, M.D. (Hahnemann Med. Coll., 1976).

Faculty Fellows: Samir Z. Abu-Ghazaleh, M.D. (Ain Shams, 1969); Arthur F. Haney, M.D. (Arizona Med. Coll., 1972); Herbert Schmidt, M.D. (Missouri, 1959); Gary W. Sheldon, M.D. (St. Louis, 1971); Selman I. Welt, M.D. (North Carolina at Chapel Hill, 1972); Michael R. Soules, M.D. (California at Los Angeles, 1972).

Ophthalmology

Chief Residents on rotating basis.

Residents: J. Richard Marion III, M.D. (Duke, 1973); Michael Bradbury, M.D. (Georgetown, 1973); Harold E. Shaw, M.D. (Med. Univ. of South Carolina, 1973).

Assistant Residents: Glen O. Brindley, M.D. (Texas, 1975); Frank H. Christensen, M.D. (St. Louis Univ., 1976); Winston T. Cope, M.D. (Florida, 1972); Edwin H. Donnelly, M.D. (Michigan, 1974); David H. Fischer, M.D. (Temple, 1974); Sidney L. Gullege III, M.D. (Bowman Gray, 1976); James E. Holland, M.D. (Missouri, 1975); William A. MacIlwaine IV, M.D. (Virginia, 1975); James M. Mitchell, M.D. (Duke, 1976); Carl D. Obenauf, M.D. (Ohio State Univ., 1974); John R. Sonntag, M.D. (Temple, 1974).

Pathology

Residents: Thomas K. Barton, M.D. (Duke, 1976); Martha C. Bryan, M.D., (Med. Coll. of South Carolina, 1976); Steven J. Bredehoef, M.D. (Kansas, 1973); Dana D. Copeland, M.D. (Duke, 1972); Byron P. Croker, Jr., M.D., Ph.D. (Duke, 1971); Dorwyn W. Croom, M.D. (Washington Univ., 1976); Richard M. Draffin, M.D. (Duke, 1975); Robert Farnham, M.D. (Pennsylvania, 1973); Stephen A. Goscin, M.D. (Duke, 1974); Ph.D. (Duke, 1973); John Grauerholz, M.D. (Duke, 1973); William F. Hamilton, M.D. (Miami, 1975); Elizabeth Kamenar, M.D. (Ohio State, 1975); Barbara J. Kehne, M.D. (Duke, 1975); William A. Lamb, M.D. (Chicago); Thomas R. Mattison, M.D. (Southwestern, 1976); William C. Pfister, M.D. (Duke, 1975); Kenneth S. Piech, M.D. (Duke, 1976); Susan Podolsky, M.D. (Duke, 1976); Alfred P. Sanfilippo, M.D. (Duke, 1976); Jared N. Schwartz, M.D. (Duke, 1973), Ph.D. (Duke, 1975); Paul J. Sides, M.D., Ph.D. (Duke, 1974); John Spahr, M.D. (Hershey, 1975); Robert L.

Trapasso, M.D. (State Univ. of New York at Syracuse, 1970), Ph.D. (Duke, 1976); Robert S. Waite, M.D., Ph.D. (Duke, 1975); James O. White, M.D. (Emory, 1971); Brett H. Woodard, M.D. (Tulane, 1974); Richard J. Zaino, M.D. (Duke, 1975).

Fellows: C. Bruce Alexander, M.D. (Virginia, 1971); Max Dratwa, M.D. (Univ. Libre de Bruxelles, 1972); Raymond Ideker, M.D. (Tennessee, 1974), Ph.D. (Tennessee, 1972).

Pediatrics

Fellows: Gary Becker, M.D. (Johns Hopkins, 1966); Rosalind Coleman, M.D. (Western Reserve, 1969); Avraham Golander, M.D. (Hebrew University, 1969); Henry Herrod, M.D. (Alabama, 1973); John Klimas, M.D. (State Univ. of New York at Buffalo, 1972); Darrell Lewis, M.D. (Minnesota, 1969); Dennis Ownby, M.D. (Med. Coll. of Ohio, 1972); Donald Perlman, M.D. (Mt. Sinai, 1973); Janet Silverstein, M.D. (Pennsylvania, 1970); Lawrence Skolnick, M.D. (New York Univ., 1972); Thomas Tiller, M.D. (Med. Coll. of South Carolina, 1963).

Subspecialty Residents: Brenda Armstrong, M.D. (St. Louis, 1974); Jeffrey Davis, M.D. (Pritzker, 1971); Charles Friedman, M.D. (Johns Hopkins, 1971); Roberta Gray, M.D. (North Carolina, 1972); Richard Gugelmann, M.D. (Texas at Galveston, 1971); Larry Mumford, M.D. (North Carolina at Chapel Hill, 1967).

Third Year Supervisory Residents: Richard David, M.D. (Duke, 1974); LaDell Douglas, M.D. (Georgetown, 1974); Kenneth P. Dunnigan, M.D. (California at San Diego, 1973); Jean Findlay, M.D. (Aberdeen, Scotland, 1970); Michael Meyer, M.D. (Emory, 1974); William Terry, M.D. (Columbia, 1974); Susan Zarutskie, M.D. (Duke, 1972).

Second Year Residents: Rebecca Byrd, M.D. (Virginia, 1975); Edward Fisher, M.D. (New York Univ., 1975); Charles French, M.D. (Univ. of Washington, 1975); Victor German, M.D. (Pritzker, 1975); Dorothy Hanson, M.D. (Duke, 1975); Steven Klein, M.D. (Case Western Reserve, 1975); Merrily M. Poth, M.D. (Tulane, 1975); John Snyder, M.D. (California at Los Angeles, 1975); David Wender, M.D. (Dartmouth, 1975); James Wright, M.D. (Alabama, 1975).

First Year Residents: Robert Ettinger, M.D. (Maryland, 1976); Michael Freemark, M.D. (Duke, 1976); William Greeley, M.D. (Texas at Houston, 1976); Barbara Miller, M.D. (Pennsylvania State, 1976); Robert Saul, M.D. (Colorado, 1976); Mandel Sher, M.D. (Northwestern, 1976); Mitchell Shub, M.D. (Vermont, 1976); Corry Sibrack, M.D. (Michigan State, 1976); Mary Vernon, M.D. (Columbia, 1976); Alan Woolf, M.D. (Pritzker, 1976).

Psychiatry

Chief Resident: Ervin M. Thompson, M.D. (Vanderbilt, 1972).

Residents: Rudolph O. Addy, M.D. (Univ. of Ghana, 1976); Peter F. Adland, M.D. (Georgetown, 1975); Ingrid J. Brantley, M.D. (Duke, 1973); James A. Buckingham, M.D. (Baylor, 1975); Nancy T. Butts, M.D. (Duke, 1972); Richard F. Dalton, M.D. (Louisiana, 1975); George G. Dougherty, M.D. (Stanford, 1976); Richard A. Fields, M.D. (Duke, 1975); Paula K. Fischer, M.D. (Pennsylvania, 1974); Randal D. France, M.D. (Texas at Galveston, 1973); Conrad C. Fulkerson, M.D. (Missouri, 1969); Bruce D. Gutnik, M.D. (Missouri, 1969); Clifford R. Jacobson, M.D. (Pennsylvania, 1975); Sally C. Johnson, M.D. (Jefferson, 1976); Joseph W. Keyser, M.D. (New Jersey, 1975); David B. Larson, M.D. (Temple, 1973); Bennett L. Leventhal, M.D. (Louisiana, 1974); Steven L. Mahorney, M.D. (Louisiana, 1974); Frank A. Miller, M.D. (State Univ. of New York at Buffalo, 1970); Frank B. Miller, M.D. (Michigan, 1974); Randall J. Moskovitz, M.D. (Boston, 1975); Donald T. Neblett, M.D. (Tennessee, 1958); Michael A. Petty, M.D. (Michigan, 1974); Andres J. Pumariega, M.D. (Miami, 1976); Edward J. Rhoads, M.D. (Duke, 1974); Daphne A. Rosenblitt, M.D. (Duke, 1973); Donald L. Rosenblitt, M.D. (Duke, 1973); John K. Shill, M.D. (Oxford, 1974); James C. Sikes, M.D. (Georgia, 1971); Jean G. Spaulding, M.D. (Duke, 1972); Robert N. Stevenson, M.D. (Texas at San Antonio, 1975); Joseph M. Strayhorn, Jr., M.D. (Northwestern, 1974); Ronald J. Taska, M.D. (Baylor, 1973); John I. Walker, M.D. (Texas at Galveston, 1970); William W. Weddington, Jr., M.D. (Emory, 1970); Stephen J. Weiler, M.D. (Ohio, 1973); James R. Weiss, M.D. (Louisiana, 1973); Robert E. Winton, M.D. (Vanderbilt, 1972); George F. Wittkopp, M.D. (Wisconsin, 1970); Jason Worchele, M.D. (Southwestern, 1974).

Radiology

Chief Resident: Richard H. Laib, M.D. (Cincinnati, 1971).

Residents: David C.H. Acquah, M.D. (Univ. of Ghana, 1972); Sabra Alderman, M.D. (North Carolina at Chapel Hill, 1976); Collins Baber, M.D. (Duke, 1973); Margaret Bertrand, M.D. (Baylor, 1974); Brent Brandon, M.D. (Georgetown, 1973); Harold Cable, M.D. (North Carolina at Chapel Hill, 1975); Joel Carter, M.D. (Tennessee, 1973); William Clark, M.D. (Harvard, 1971); George Dixson, M.D. (Duke, 1976); William Foster, Jr., M.D. (Duke, 1973); Corrine Godwin, M.D. (Michigan, 1975); Athanassios Gouliamos, M.D. (Athens Univ., 1969); Kenneth Hicks, Jr., M.D. (Tennessee, 1974); Chung Lee, M.D. (Coll. of Med., Korea Univ., 1963); Linda Magness, M.D. (Louisville, 1974); Michael Miller, M.D. (Duke, 1974); Paul Miller, M.D. (New York Med. Coll., 1976); Arl Van Moore, Jr., M.D.

(Arkansas, 1974); Barry Powers, M.D. (New York Univ., 1975); Mitchell Reese, M.D. (Emory, 1972); Leroy Roberts, Jr., M.D. (Temple, 1975); Bruce Rodan, M.D. (Miami, 1976); Eric Rosenberg, M.D. (New York, 1975); Randall Sather, M.D. (Georgia, 1969); Robert Schaaf, M.D. (Tufts, 1976); Dale Shaw, M.D. (Duke, 1973); Stuart Souders, M.D. (Nebraska, 1968); Grady Stewart, Jr., M.D. (Alabama, 1973); James Tatum, M.D. (Med. Coll. of Virginia, 1973).

Surgery

DIVISION OF GENERAL AND THORACIC SURGERY

Instructors and Teaching Scholars: Kent W. Jones, M.D. (Utah, 1969); Roger C. Millar, M.D. (Utah, 1969).

Instructors and Chief Residents: William R. Beltz, M.D. (Illinois, 1970); Jimmy L. Cox, M.D. (Tennessee, 1967); Richard O. Gregory, M.D. (Indiana, 1971); John W. Hammon, Jr., M.D. (Tulane, 1968); Richard A. Perryman, M.D. (St. Mary's Hosp. Med. School, 1967).

Fellows: L. George Alexander, Jr., M.D. (Duke, 1973); George L. Austin, M.D. (Maryland, 1970); Ralph M. Bolman III, M.D. (St. Louis, 1973); Barry Boyd, M.D. (Miami, 1974); Walter R. Chitwood, Jr., M.D. (Virginia, 1974); Martin Conley, M.D. (Duke, 1973); Charles H. Edwards II, M.D. (North Carolina at Chapel Hill, 1973); Darrow E. Haagensen, M.D. (Columbia, 1974); Ronald C. Hill, M.D. (West Virginia, 1974); Richard A. Hopkins, M.D. (Duke, 1974); Leonard H. Kleinman, M.D. (New York, 1970); Richard M. Larson, M.D. (Duke, 1974); William M. Linehan, M.D. (Oklahoma, 1974); James E. Lowe, M.D. (California at Los Angeles, 1973); Thomas H. Marsicano, M.D. (Ohio State, 1973); Richard L. McCann, M.D. (Cornell, 1974); Stephen K. Rerych, M.D. (Columbia, 1974); W. Steves Ring, M.D. (Harvard, 1971); Lary A. Robinson, M.D. (Washington Univ., 1972); Worthington G. Schenk, M.D. (Duke, 1974); Peter M. Scholz, M.D. (Basel, 1974); Jerry A. Stirman, Jr., M.D. (Texas, 1974).

Senior Assistant Residents: John Charles Alexander, Jr., M.D. (Duke, 1968); Dana K. Anderson, M.D. (Duke, 1971); Ralph R. Bollinger, M.D. (Tulane, 1970); William C. DeVries, M.D. (Utah, 1970); Gregory S. Georgiade, M.D. (Duke, 1973); John P. Grant, M.D. (Chicago, 1969); Lynn H. Harrison, Jr., M.D. (Oklahoma, 1970); Walter Robin Howe, M.D. (Yale, 1971); George S. Leight, Jr., M.D. (Duke, 1972); Stephen A. Mills, M.D. (McGill, 1961); Glenn E. Newman, M.D. (Duke, 1973); James S. Rankin, M.D. (Tennessee, 1969); Norman Alan Silverman, M.D. (Boston Univ., 1971); Bruce Smith, M.D. (Harvard, 1971); David K. Wellman, M.D. (Duke, 1972).

Assistant Residents: Stanley L. Alexander, M.D. (Ohio, 1975); Charles E. Cox, M.D. (Utah, 1975); John B. Fortune, M.D. (Duke, 1975); Walter D. Holder, Jr., M.D. (North Carolina at Chapel Hill, 1970); Laurence D. Hutchinson, M.D. (Washington Univ., 1975); J. Dirk Iglehart, M.D. (Harvard, 1975); Stephen A. Kramer, M.D. (Tulane, 1975); H. Michael Lewis, M.D. (Ohio, 1975); Gary K. Lofland, M.D. (Boston Univ., 1975); Vassyl A. Lonchyna, M.D. (Wayne State, 1975); Ronald K. McLear, M.D. (Ohio, 1975); William C. Meyers, M.D. (Columbia, 1975); Richard Reinhart, M.D. (Ohio State, 1971); Arthur J. Ross, M.D. (Case Western Reserve, 1975); James D. Sink, M.D. (Bowman Gray, 1975); Tsuneo Wantanabe, M.D. (Keio Univ., Japan, 1974); Robert L. R. Wesly, M.D. (Duke, 1975).

First Year Residents: Carl E. Arentzen, M.D. (Duke, 1975); Bennett Blumenkopf, M.D. (Boston Univ., 1976); Michael H. Bowman, M.D. (Ohio State, 1976); Donald K. Bynum, M.D. (Texas at Houston, 1976); Florence Y. Chan, M.D. (Columbia Coll. of Phys. and Surgeons, 1976); Dean A. Christensen, M.D. (South Florida, 1976); Thomas Dimmig, M.D. (Duke, 1976); Samuel R. Fisher, M.D. (Duke, 1975); William Garrett, M.D. (Duke, 1976); Richard Hanberry, M.D. (Duke, 1976); Paul E. Horton, M.D. (Texas at Galveston, 1976); Robert N. Jones, M.D. (Rush Med. Coll., 1976); Russell J. Kilpatrick, M.D. (Duke, 1976); John Leslie, M.D. (Duke, 1976); Larry Lipscomb, M.D. (Louisiana State at Baton Rouge, 1975); Stephen B. Lowe, M.D. (North Carolina at Chapel Hill, 1976); Michael J. Moran, M.D. (Rush Med. Coll., 1976); William L. Old, M.D. (Virginia, 1976); Craig O. Olsen, M.D. (Utah, 1976); Larry N. Pasley, M.D. (Ohio State, 1976); Karyl M. VanBenthuyzen, M.D. (Duke, 1976); John Williams, M.D. (Duke, 1976).

DIVISION OF NEUROSURGERY

Instructors and Chief Residents: Charles C. Duncan, Jr., M.D. (Duke, 1972); James Fulghum III, M.D. (North Carolina at Chapel Hill, 1971).

Fellows: Allen H. Friedman, M.D. (Illinois, 1974); Roger H. Ostendorf, M.D. (Duke, 1973).

Assistant Residents: Dennis E. Bullard, M.D. (St. Louis, 1975); John B. Mullen, M.D. (South Illinois, 1975); Walter J. Oakes, M.D. (Duke, 1972); Ronald E. Woosley, M.D. (Kentucky, 1968).

DIVISION OF ORAL SURGERY

Instructor and Chief Resident: John M. Kroe, D.D.S. (Maryland, 1971).

Assistant Residents: Edward Dolan, M.D. (Maryland, 1971); William C. Rabe, D.M.D. (Pennsylvania, 1973).

DIVISION OF ORTHOPAEDIC SURGERY

Instructors and Chief Residents: James David Dalton, M.D. (Duke, 1971); Andre Eglevsky, Jr., M.D. (Tufts, 1967); Frank B. Gray, M.D. (North Carolina at Chapel Hill, 1969); William G. Moorefield, M.D. (Duke, 1969); Thomas P. Nipper, M.D. (Loyola-Stritch, 1971); James R. Schwartz, M.D. (Johns Hopkins, 1971); John W. Shaffer, M.D. (Maryland, 1969).

Assistant Residents: Hendrick J. Arnold, M.D. (Tulane, 1971); John Beck, M.D. (Pittsburgh, 1970); Josephus T. Bloem, M.D. (Leiden Univ., 1974); David Hall Bristow, M.D. (Med. Coll. of Virginia, 1971); Howard F. Davis, Jr., M.D. (Louisiana, 1970); Ali A. Dini, M.D. (Pahlavi Univ., 1971); William G. Goodman, M.D. (Duke, 1972); William T. Hardaker, Jr., M.D. (Duke, 1973); Michael G. Hayes, M.D. (Adelaide Univ., 1968); David P. Hughes, M.D. (Jefferson, 1972); Louis A. Koman, M.D. (Duke, 1974); Jonathan Kurtis, M.D. (Einstein, 1972); Thomas J. Limbird, M.D. (Duke, 1973); Thomas Loeb, M.D. (Louisville, 1972); John D. Lucey, M.D. (Hahnemann, 1970); James Albert Nunley II, M.D. (Tulane, 1973); Todd B. Orvald, M.D. (Jefferson, 1971); John Rendall III, M.D. (Duke, 1972); Roni Sehayik, M.D. (State Univ. of New York, Upstate Med. Ctr., 1974); William Stewart, M.D. (Mississippi, 1973); Fredric H. Warren, M.D. (Arkansas, 1971); Terry L. Whipple, M.D. (Virginia, 1971); Lee Whitehurst, M.D. (North Carolina at Chapel Hill, 1972); Peter W. Whitfield, M.D. (George Washington, 1974).

DIVISION OF OTOLARYNGOLOGY

Instructors and Chief Residents: Peter G. Chikes, M.D. (North Carolina at Chapel Hill, 1972); Randall G. Michel, M.D. (Duke, 1971); Robert W. Wilson, M.D. (Med. Univ. of South Carolina, 1972).

Assistant Residents: Leo Callahan, M.D. (Georgetown, 1974); Edward Drawbaugh, M.D. (Duke, 1973); Harry King, M.D. (Virginia, 1974); Martin E. Levin, M.D. (Maryland, 1972); Jacob Tasher, M.D. (Univ. of Tel Aviv, Israel, 1971).

DIVISION OF PLASTIC AND MAXILLOFACIAL SURGERY

Instructors and Chief Residents: David Smith, M.D. (Duke, 1966); Alfreda Villarreal, M.D. (de Neuvo Leon, Mexico, 1965).

Assistant Residents: Kenna S. Given, M.D. (Duke, 1964); Richard Morris, M.D. (Oklahoma, 1966); Hans P. Norberg, M.D. (Oklahoma, 1969); Edward P. Polock, M.D. (West Virginia School of Med., 1971); Carl G. Quillen, M.D. (Maryland, 1968); Ronald Riefkohl, M.D. (Tulane, 1972); Connell Shearin, M.D. (Pennsylvania, 1968); Alexander C. Stratoudakis, M.D. (Univ. of Athens, Greece, 1969).

DIVISION OF UROLOGIC SURGERY

Instructors and Chief Residents: Richard D. Kane, M.D. (Northwestern, 1971); Jorge L. Lockhart, M.D. (Faculty of Montevideo, Uruguay, 1973); Arnold M. Singer, M.D. (Melbourne, 1967); Ralph de Vere White, M.D. (University College, Dublin, Ireland, 1970).

Fellow: Sam D. Graham, M.D. (Virginia, 1974).

Assistant Residents: Charles Brendler, M.D. (Virginia, 1974); Laurence K. Cleeve, M.D. (Melbourne, 1968); Stephen L. Guice III, M.D. (Louisiana, 1972); Luis Gonzalez-Serva, M.D. (Med. School of Central Univ. of Venezuela, 1971); Craig Hinman, M.D. (Univ. of Washington, 1973); Harold Reeve, M.D. (Pennsylvania, 1972); Steve Spires, M.D. (Kentucky, 1972).

Roster of Students

Class of 1977

Adams, Beverly S. (Cincinnati), Durham, North Carolina
Adams, Susan Carol (Winthrop), Rock Hill, South Carolina
Arthur, Martha Frances (Brown), Reynoldsburg, Ohio
Auerbach, Paul Stuart (Duke), North Plainfield, New Jersey
Austin, Linda Smith (Duke), Westfield, New Jersey
Austin, Robert Marshall (Lafayette), Westfield, New Jersey
Bailey, Kathleen Marjorie (Duke), Washington, D.C.
Bassen, Cecile R. (Yale), Little Neck, New York
Berger, Jerry Jay (State Univ. of New York at Buffalo), New York, New York
Bernstein, Barry Michael (Northwestern), Milwaukee, Wisconsin
Bishop, Linda Alice (Yale), South Dennis, Massachusetts
Blacharsh, Jill June (Vassar), West Hempstead, New York
Bloomfield, Robert Lee (Dartmouth), Chapel Hill, North Carolina
Bolander, Franklyn F., Jr. (Armstrong State), Savannah, Georgia
Bower, Andrea (Occidental), Rolling Hills Estate, California
Brennan, John Thomas, Jr. (Duke), Youngstown, New Jersey
Bressler, Robert Burgess (Vanderbilt), Durham, North Carolina
Bruce, James Frederick, Jr. (Auburn), Opelika, Alabama
Buckley, Edward G. (Duke), Durham, North Carolina
Cannon, Patricia Ann (Hofstra), New Castle, Delaware
Clark, Margaret Thom (Smith), Colorado Springs, Colorado
Cochi, Stephen L. (Massachusetts Inst. of Tech.), Rochester, New York
Cordingley, Gary Edward (Purdue), Crown Point, Indiana
Dackis, Charles Andrew (Duke), Short Hills, New Jersey
Drake, Miles Edward, Jr. (Harvard), Vineland, New Jersey
Dunnigan, Ann Christine (California at San Diego), Downey, California
Duvic, Madeleine (Rice), New Orleans, Louisiana
Eiden, Joseph John (Duke), Wilmington, North Carolina
Ely, Ralph Lawrence, III (Davidson), Durham, North Carolina
Fox, Gary Norman (Maryland), Bethesda, Maryland
Francis, Robert Dean (Duke), Durham, North Carolina
Gallemore, Gail Hurd (Emory), Durham, North Carolina
Garcia-Saul, Jose Antonio (Puerto Rico), Santurce, Puerto Rico
Garrett, William Elwood, Jr. (North Carolina at Chapel Hill), Roxboro, North Carolina
Gehrett, Joseph Owen, Jr. (Duke), Deer Lodge, Montana
Gilbert, Paul Pressly (North Carolina State), Statesville, North Carolina
Hagerty, Richard Curry (Johns Hopkins), Charleston, South Carolina
Hainsworth, Barbara Ellen (Stanford), Los Altos, California
Hardy, Henry James (Williams), Cleveland, Ohio
Harrington, Madeline Miller (Hawaii), Atlanta, Georgia
Harris, Larry Coleman (Yale), Fayetteville, North Carolina
Hasson, Newton Earl (Duke), Timonium, Maryland
Holt, Lawrence Byerly, Jr. (William & Mary), Winston-Salem, North Carolina
Honickman, Steven P. (State Univ. of New York, Stony Brook), Brooklyn, New York
Hooper, Mildred Walker (Radcliffe), Ruxton, Maryland
Horton, James Marvin (Duke), New Orleans, Louisiana
Keitel, Wendy (Duke), New York, New York
Kennedy, John D., Jr. (Duke), Richmond, Virginia
Klausner, Richard Daniel (Yale), Yonkers, New York
Kull, Richard Kevin (Duke), Durham, North Carolina
Leslie, John Bruce (Johns Hopkins), Albuquerque, New Mexico
Lewis, Richard Harlow (Guilford), Lake Worth, Florida
Ling, David (Princeton), Louisville, Kentucky
Lymberis, Marvin E. B. (Duke), Charlotte, North Carolina
Mackey, William Charles (Amherst), New Canaan, Connecticut
Magill, Michael Kevin (Dartmouth), Scottsdale, Arizona
Mayer, Thom Alan (Hanover), Anderson, Indiana
McKain, Carey Wilson (Clemson), Taylors, South Carolina
Miller, Gary Michael (North Carolina at Chapel Hill), Jefferson, North Carolina
Millsaps, David McIvers (Duke), Santa Ana, California
Moeller, Garland Radford (Princeton), Bedford, Massachusetts

Moeller, Wendy Paulson (Bethel), Camp Lejeune, North Carolina
Morawetz, Lida Joan (Massachusetts Inst. of Tech.), New York, New York
Murray, John Carroll (Williams), Reynoldsville, Pennsylvania
Nichol, Walter Paul (Dartmouth), Durham, North Carolina
Ozimek, Carl Dean (U.S. Military Academy), Westfield, New Jersey
Palmeri, Barbara Ann (Georgetown), Washington, D.C.
Pasternak, Lewis Reuven (Johns Hopkins), Hempstead, New York
Pedley, Carolyn Frances (Duke), Charleston, West Virginia
Roberts, William Dotson (Allegheny), Glenshaw, Pennsylvania
Rouault, Tracey Ann (Yale), Schenectady, New York
Schatz, Richard Alan (State Univ. of New York, Buffalo), Setauket, New York
Schmidt, William F. (Hobart), Sidney, New York
Sellers, Thomas Duncan, Jr. (Colorado), Dillon, Colorado
Shoemaker, Ritchie C. (Duke), Carlisle, Pennsylvania
Smith, Christopher Edmund (Princeton), Bemus Point, New York
Smith, Peter Kent (Princeton), Swansea, Massachusetts
Smolko, Milan John (Pennsylvania), Stroudsburg, Pennsylvania
Snow, Joseph Robert (Southern Methodist), Abilene, Texas
Spiro, Rhonda Pollack (Brandeis), Brooklyn, New York
Stewart, Dannie L. (North Carolina at Chapel Hill), Cary, North Carolina
Stinson, Olivia Diane (North Carolina at Chapel Hill), Charlotte, North Carolina
Symmonds, Jeffrey Boone (Colorado), Rochester, Minnesota
Tatum, Arthur Howard (Wisconsin), Harrington, New Jersey
Terry, Linda Carole (Florida State), Miami Springs, Florida
Thaler, Malcolm Stuart (Amherst), Poughkeepsie, New York
Thistlethwaite, James R., Jr. (Amherst), Washington, D.C.
Thomassen, Thom Scott (U.S. Military Academy), Tuscon, Arizona
Ticehurst, John Robert (Brown), Fair Haven, New Jersey
Tiedeman, James Stuart (Drake), Des Moines, Iowa
Trantham, Joey Lee (Georgia Inst. of Tech.), Marble, North Carolina
Trask, Neil Webster, III (Davidson), Burton, South Carolina
Unterman, Terry Gene (Princeton), Evanston, Illinois
Waldrop, Charles Danny (North Carolina at Chapel Hill), Columbus, North Carolina
Walls, Bertram Emmanuel (North Carolina A. & T. State), Chadbourn, North Carolina
Williams, John Mark (Duke), South Bend, Indiana
Williams, Larry Wayne (North Carolina at Chapel Hill), Granite Quarry, North Carolina
Williams, Roy Jerome, Jr. (Harvard), St. Louis, Missouri
Willis, Henry S. K., III (U.S. Air Force Academy), Chapel Hill, North Carolina
Yoshinaga, Monica Ann (Holy Names), Baltimore, Maryland
Young, James Allen (Harvard), Topeka, Kansas

Class of 1978

Abernethy, John Lloyd (Duke), Charlotte, North Carolina
Alpert, Stephen E. (Massachusetts Inst. of Tech.), Durham, North Carolina
Alyono, David (Emory), Atlanta, Georgia
Apple, Jerry Stewart (Duke), Wallace, North Carolina
Avent, James Monroe (Duke), Norristown, Pennsylvania
*Bailey, Genie Lark (Meredith), Kenly, North Carolina
Bandy, Lawrence Curtis (Stetson), Orlando, Florida
Beardsley, Thomas L. (Duke), Ridgefield, Connecticut
Becker, Robert L., Jr. (Miami), Columbus, Ohio
Bell, William R., Jr. (Rice), Pensacola, Florida
Bencze, Robert F. (Duke), Cranbury, New Jersey
Bible, Henry Harold (Williams), St. Louis, Missouri
Blair, Vilray Papin, III (Harvard), St. Louis, Missouri
Bobbitt, William Haywood, III (North Carolina at Chapel Hill), Charlotte, North Carolina
Boekelheide, Kim (Harvard), Chapel Hill, North Carolina
Booth, Daniel Hughston (Wake Forest), Hendersonville, North Carolina
Borowitz, Michael J. (Massachusetts Inst. of Tech.), Bronx, New York
Bowman, Zebulon Lynn (Duke), Burlington, North Carolina
Brantley, Bert Alton, Jr. (Duke), Columbia, South Carolina
Bredesen, Dale Eric (Calif. Inst. of Tech.), Ft. Lauderdale, Florida
Bressler, Garrett Schell (Davidson), Durham, North Carolina
Buesing, Mary Ann (Marquette), Leavenworth, Kansas

*Leave of absence.

Buff, Samuel J. (North Carolina State), Alexis, North Carolina
Bull, Jonca Camille (Princeton), Spartanburg, South Carolina
Bunn, William B., III (Duke), Raleigh, North Carolina
Butera, Philip J. (Duke), Brooklyn, New York
Butler, Stephen Robert (North Carolina at Chapel Hill), Roseboro, North Carolina
Califf, Robert McKinnon (Duke), Columbia, South Carolina
Carey, Benjamin Arthur (North Carolina at Chapel Hill), Kinston, North Carolina
Cassano, William Frank (Duke), Chappaqua, New York
Cassell, Robert Holland (Harvard), Atlanta, Georgia
Cheung, Joseph Yat-Sing (McGill), Ontario, Canada
Clarke, William Robert (Duke), Cincinnati, Ohio
Cline, William Tucker (Davidson), Waynesville, North Carolina
Conner, Patrick Robert (Johns Hopkins), Burlington, North Carolina
Cooper, John A. D., Jr. (Northwestern), Arlington, Virginia
Crain, Barbara J. (California at Irvine), Long Beach, California
Cross, Phyllis DeCarlo (Duke), Arlington, Virginia
Culp, John Rockwell (Davidson), Mooresville, North Carolina
Drake, Robert Eldon, Jr. (Princeton), Winter Park, Florida
Dunn, Thaddeus Leland (Duke), Savannah, Georgia
Dydek, Margaret Thompson (Southern Methodist), Tarrant, Texas
Dykes, James Russell (Duke), Bartlesville, Oklahoma
Edgar, John Ralph (Massachusetts Inst. of Tech.), Atlanta, Georgia
Edmundson, Marsha Overman (North Carolina at Greensboro), Wilson, North Carolina
Erickson, Douglas Joseph (Duke), Durham, North Carolina
Ferguson, Elaine Reginia (Brown), Highland Park, Michigan
Freiberger, Harley Flay (Florida), Gastonia, North Carolina
Geballe, Adam Philip (Stanford), Woodside, California
Geier, Gail Herman (Smith), White Plains, New York
Gibson, William G. H. (Williams), Ithaca, New York
Ginsburg, David (Yale), Union, New Jersey
Gnann, John Wyatt, Jr. (Davidson), Savannah, Georgia
Goldberg, Joel Steven (Duke), Linden, New Jersey
Golden, Marc Lee (Franklin & Marshall), Pennsauken, New Jersey
Gorman, Michael Robert (Duke), Bay Village, Ohio
Graham, John Douglas (Wabash), Indianapolis, Indiana
Griffin, Eugene Wilson, III (Denison), Aurora, Ohio
Groeneveld, Jodelle Sue (Michigan), Owosso, Michigan
Hainline, Bryan E. (Georgia Inst. of Tech.), Atlanta, Georgia
*Hainline, Sarah W. (Wellesley), Chapel Hill, North Carolina
Hamp, Melissa (Butler), Grand Rapids, Michigan
Hanson, Jeffrey Becker (Dartmouth), Geneva, Illinois
Harden, Elizabeth Ann (South Carolina), Manning, South Carolina
Harper, Wayne Lee (Duke), Raleigh, North Carolina
Hassett, Margaret Alycia (Duke), Wyomissing, Pennsylvania
Hayes, Lynn Renee (Michigan State), Seattle, Washington
Henderson, Melvin Lee (Brown), Fayetteville, North Carolina
Hodge, Gameel Byron, Jr. (Vanderbilt), Spartanburg, South Carolina
Hoffman, Robert Miles (Yale), Hillsdale, New Jersey
Honeycutt, Pamela Jane (Mississippi), Jackson, Tennessee
Hughes, Claude LeBernian, Jr. (East Carolina), New Bern, North Carolina
Isley, Joseph Plonk (North Carolina at Chapel Hill), Burlington, North Carolina
Jackson, Marianne (Duke), Concord, Massachusetts
Johnson, Robert Bruce (Duke), Ontario, Canada
Johnson, Stephen Morgan (Duke), West End, North Carolina
Johnston, Jeffrey M. (Davidson), Charlotte, North Carolina
Johnston, Michael Francis (Georgia), Athens, Georgia
Kelley, Susan Lisa (Colgate), Mahopac, North Carolina
Krause, Robert Allen (Pennsylvania State), Pittsburgh, Pennsylvania
Lambeth, John David (Southern Methodist), El Paso, Texas
Lerrick, James William (Colorado), Englewood, Colorado
Li, James Tung-Chieh (Princeton), Jamaica, New York
Lightner, Virginia (Massachusetts Inst. of Tech.), Santurce, Puerto Rico
Lindsey, Peggy Susan (Duke), Washington, Georgia
Lutin, Charles David (Vanderbilt), Nashville, Tennessee
Mains, Charles William (Tennessee), Marietta, Georgia

*Leave of absence.

McClees, Eric Carr (North Carolina State), Durham, North Carolina
McIntosh, Donald Munvo, III (North Carolina at Chapel Hill), Marion, North Carolina
Mold, Ann Carmichael (DePauw), Roanoke, Virginia
Morris, David Clarence (Duke), Arapahoe, North Carolina
Myers, Beverly Jane (Wake Forest), Winston-Salem, North Carolina
Myers, John Lewis (Bowdoin), Salisbury Cove, Maine
Newman, Kurt Douglas (North Carolina at Chapel Hill), Raleigh, North Carolina
*Newman, William Neal (Princeton), Clinton, North Carolina
Nielsen, Anton Peter (Duke), Venice, Florida
Nord, Claire Cooper (Tulane), Athens, Georgia
O'Brien, Lauren Irene (Pennsylvania), Swarthmore, Pennsylvania
Plummer, Charles Wayne (Haverford), Durham, North Carolina
Pozner, Linda Hough (Leeds), Kershaw, South Carolina
*Preston, Marion M. (Yale), Lake Forest, Illinois
Rickard, Randall Craig (Duke), Spartanburg, South Carolina
Roark, Steven Forest (Duke), Wallingford, Pennsylvania
Robb-Nicholson, Linda Celeste (Radcliffe), Albuquerque, New Mexico
Roberts, Alfred Mack (North Carolina State), Durham, North Carolina
Roloson, Gary James (California at San Diego), San Gabriel, California
Runge, Pamela Margaret (Stanford), Austin, Texas
Rutledge, John Hunt, II (Southwestern at Memphis), Humboldt, Tennessee
Sadler, Jasper Evan, III (Princeton), Huntington, West Virginia
Sahmel, Reinhardt Otto (Princeton), Staten Island, New York
Savona, Steven Robert (Duke), Bayside, New York
Schlossman, David Michael (Columbia), Kenmore, New York
Schmidt, Emmett Vance (Harvard), Elmsford, New York
Sedwick, Lyn Alice (Princeton), Maitland, Florida
Sexton, Carlton Clark (Stanford), Stevenson, Maryland
Shannon, Michael Wayne (Washington), St. Louis, Missouri
Sharp, Gregory H. (California Inst. of Tech.), Squantum, Massachusetts
Shelburne, Thomas M. (Hampden-Sydney), Raleigh, North Carolina
Sherman, Douglas Paul (Duke), Winter Park, Florida
Shimm, David Stuart (Harvard), Durham, North Carolina
Shires, George Thomas, III (Texas), Bellevue, Washington
Simmons, Roberdeau D. (Duke), Alloway, New Jersey
Sims, Peter J. (Amherst), New Rochelle, New York
Smiley, Margaret Lynn (Kansas), Goodland, Kansas
Snyder, Joan Henderson (Stanford), Fresno, California
Steele, John C. H., Jr. (Duke), North Augusta, South Carolina
Stein, Robert B. (Indiana), Kokomo, Indiana
Stern, Matthew Bruce (Harvard), West Newton, Massachusetts
Stockbridge, Norman Lander (North Carolina at Chapel Hill), Durham, North Carolina
Suslavich, Frank John, Jr. (Bowdoin), Darien, Connecticut
Swingle, Hanes M. (Vanderbilt), Johnson City, Tennessee
Taylor, Terry (Smith), Santa Cruz, California
Tiller, Wendell H., Jr. (Wake Forest), Spartanburg, South Carolina
Toye, Catherine Helene (Union), Rhinebeck, New York
Trofatter, Kenneth Frank, Jr. (Duke), Bound Brook, New Jersey
Tyson, George S., Jr. (Francis Marion), Florence, South Carolina
Vick, Giles Wesley, III (Duke), Monroe, North Carolina
Vogel, Joseph Vincent (Duke), Durham, North Carolina
Walker, Price, Jr. (California Inst. of Tech.), Columbus, Georgia
Wank, Stephen Arnold (Duke), Great Neck, New York
Wilkerson, Stephen Young (King), Portsmouth, Virginia
Williams, Lewis Thomas (Rice), Toccoa, Georgia
Wood, Catherine Louise (Macalester), Rochester, Minnesota
Wood, John Charles (Duke), Richmond, Virginia
Wright, Eugene Edward, Jr. (Princeton), Durham, North Carolina
Yen, Tien-Sze Benedict (Stanford), Palo Alto, California
Yoder, Eric Monroe (Maryland), Columbia, South Carolina
Ziegler, Robert Eliot (Colorado), College Park, Georgia

*Leave of absence.

*Leave of absence.

Class of 1979

Adams, Marsha Gale (Duke), Malvern, Pennsylvania
Adler, Stuart Ralph (Harvard), Statesville, North Carolina
Alexander, Christian Miller (Oberlin), Madison, Wisconsin
Anderson, Scott Joseph (California at San Diego), Long Beach, California
Baker, Charles Scott, III (North Carolina at Chapel Hill), Havelock, North Carolina
Bartels, George Thomas (North Carolina at Chapel Hill), Chapel Hill, North Carolina
Batlle, Juan Francisco (Duke), Santo Domingo, Dominican Republic
Bishopric, Nanette Hahr (Duke), Sarasota, Florida
Blazey, Dale Lawrence (Colgate), Pittsford, New York
Bodner, Sara Marine (Wellesley), Coral Gables, Florida
Bradley, Betty Lou Bruton (North Carolina at Chapel Hill), Carrboro, North Carolina
Brody, Gordon Alexander (Duke), New York, New York
Browning, David Judson (Harvard), Huntsville, Alabama
Burton, Claude Shreve, III (Davidson), Durham, North Carolina
Cappleman, William Franklin, III (North Carolina at Chapel Hill), Carrboro, North Carolina
Chua, Cynthia Coo (Mt. Holyoke), Lake Katrine, New York
Clarkson, Lindsay Livingston (Radcliffe), Glen Head, New York
Colvard, David Fred (Georgia Inst. of Tech.), Durham, North Carolina
Costel, Esther Elizabeth (Princeton), Lexington, Kentucky
Dawkins, Jennings Ray, Jr. (North Carolina State), Fayetteville, North Carolina
Dealy, Darilyn Hedden (Tufts), Fairfield, Connecticut
Douglas, James Marion, Jr. (Duke), Spartanburg, South Carolina
Dresser, Michael Edward (Duke), Davidson, North Carolina
Drucker, Robert Patrick (Harvard), Charlottesville, Virginia
Ebihara, Lisa (Northwestern), Wilmette, Illinois
Eisenson, Howard J. (Union College of Schenectady), White Plains, New York
Eliasson, Arn Hendrick (Davidson), Safety Harbor, Florida
Fath, John Joseph (Villanova), Hickory Corners, Michigan
Fitz, John Gregory (North Carolina at Chapel Hill), Hickory, North Carolina
Floyd, Richard Dudley (Duke), Lexington, Kentucky
Foster, Jerry Michael (North Carolina State), Newton, North Carolina
Gibbs, Verna Catholine (Harvard), Jersey City, New Jersey
Gordon, Jo Carol (Stanford), Los Gatos, California
Gospe, Sidney Maloch, Jr. (Stanford), San Francisco, California
Guyton, Jean Margaret (Radciffe), Jackson, Mississippi
Hamm, Barbara Lois (Mt. Holyoke), Elberton, Georgia
Harlan, John Woody (Harvard), Sylvania, Ohio
Harris, Stuart Irwin (Duke), Miami, Florida
Harward, Timothy Richard Stephen (Duke), Durham, North Carolina
Hathorn, James Walker (Maryland), Silver Spring, Maryland
Heald, Peter Winey (Dartmouth), Elkins, New Hampshire
Higham, Margaret (Michigan), Baltimore, Maryland
Humphrey, Gary Bertrand (Harvard), Oklahoma City, Oklahoma
Hunt, Christopher Miller (Pennsylvania), Pittsburgh, Pennsylvania
Janick, Peter Aaron (Cornell), West Lafayette, Indiana
Joiner, Clinton Hubert (Georgia Inst. of Tech.), Decatur, Georgia
Jonas, Wayne Babcock (Davidson), Potomac, Maryland
Jones, David Craven (North Carolina at Chapel Hill), Mebane, North Carolina
Kahn, Edgar Michael (St. Andrews Presbyterian), Franklin, North Carolina
Kaufman, Lisa (Duke), Villanova, Pennsylvania
Lane, William Norman (U.S. Military Academy), Winston-Salem, North Carolina
Lee, James Edward (Duke), Oak Park, Illinois
Limberakis, Anthony John (Pennsylvania), Jenkintown, Pennsylvania
Lipton, Howard Alan (North Carolina at Chapel Hill), Durham, North Carolina
Lister, Philip Nathaniel (Hampshire), Brevard, North Carolina
Long, Karen Louise (Denison), Snyder, New York
Mabry, Mack Harrison (Davidson), Norwood, North Carolina
Markert, Mary Louise (Smith), Ogdensburg, New York
Marrow, Henry Gregory (Davidson), Tarboro, North Carolina
Martell, Jon Vincent (North Carolina at Chapel Hill), Durham, North Carolina
McAlister, David Shane (Washington & Lee), Huntsville, Alabama
McCachren, Samuel Spence, Jr. (North Carolina at Chapel Hill), Concord, North Carolina
McCoy, Steven Robert (Duke), Westport, Connecticut
Meyers, Marguerite Evelyn (Pennsylvania State), Moorestown, New Jersey

Mold, David Edward (Michigan), Durham, North Carolina
Moll, Maria Elizabeth (Randolph-Macon), Hampton, Virginia
Nordstrom, James Eric (Harvey Mudd), Farmington, New Mexico
Novick, Thomas Leonard (Duke), Durham, North Carolina
Orland, Richard Alan (Princeton), Cherry Hill, New Jersey
Ose, Dennis E. (Purdue), Indianapolis, Indiana
Paterson, Robert Worcester (Duke), Solon, Ohio
Peterson, Caroline Louise (Marquette), Bloomington, Minnesota
Phillips, George, Jr. (Northwestern), Alexander City, Alabama
Post, Nancy (Michigan), New York, New York
Prince, Marilyn Ann (Duke), Richmond, Virginia
Raine, Wilfred Leroy (Williams), Mobile, Alabama
Ramey, Thomas Lee (Virginia), Charlottesville, Virginia
Reintgen, Douglas Scott (Duke), Latrobe, Pennsylvania
Rivers, Reuben Norman (Duke), Durham, North Carolina
Ross, John W. (Morehouse), Decatur, Georgia
Ross-Duggan, John Ward (California at Irvine), Newport Beach, California
Ruck, David Carl (U.S. Military Academy), Kennebunk, Maine
Ruth, Wayne Kimberly (North Carolina State), Raleigh, North Carolina
Rutherford, George Williams (Stanford), Palo Alto, California
Schirmer, Bruce David (Princeton), Closter, New Jersey
Sealy, David Probst (Claremont Men's College), Hillsborough, California
Shepard, Robert Charles (Harvard), West Hempstead, New York
Shivers, Jeffrey Clifford (Duke), West Chester, Pennsylvania
Silimperi, Diana Regina (Duke), Bethlehem, Pennsylvania
Skell Cerf, Victoria Anne (Mills), State College, Pennsylvania
Slate, Richard Kendrick (North Carolina at Chapel Hill), Clemmons, North Carolina
Smith, Eric Peter (Dartmouth), Durham, North Carolina
Spivey, Beverly Jean (Cornell), Brooklyn, New York
Stahl, Christine Ellen (Bennington), Durham, North Carolina
Stanton, Edward Spires (Duke), Plymouth, North Carolina
Stockton, Anne (North Carolina at Chapel Hill), Johnstown, Pennsylvania
Tatum, Robert King (Duke), Harrington Park, New Jersey
Teasley, David G. (Case Western Reserve), Milwaukee, Wisconsin
Thalmann, Ellen Anne (Duke), Suffern, New York
Varney, Robert Ralph (Colgate), Darien, Connecticut
Vereeen, Ronald Lloyd (North Carolina at Chapel Hill), Durham, North Carolina
Walsh, Margaret Ann (Smith), Poughkeepsie, New York
Ward, Bradley Lee (Georgia), Taylorsville, Georgia
Ward, William Goode (North Carolina at Chapel Hill), Lincolnton, North Carolina
Wessels, Michael Robert (Oberlin), Grand Junction, Colorado
Weyrauch, Terri Ann (Pomona), Silver Spring, Maryland
Wheeler, David Martyn (Duke), Baltimore, Maryland
Wilhelmsen, Bruce Douglas (Southern Methodist), New Orleans, Louisiana
*Williams, Kenneth Dean (Davidson), Liberty, South Carolina
Wissow, Lawrence Sagin (Amherst), North Plainfield, New Jersey
Worsley, Stephen Cole (North Carolina at Chapel Hill), Greenville, North Carolina
Wright, Anne Harley (Wellesley), Philadelphia, Pennsylvania
York, Michael Francis (Maryland), Bethesda, Maryland
Young, Dale Christopher (Davidson), Orlando, Florida
Zern, Ruthann Theresa (Douglass), Wyckoff, New Jersey

Class of 1980

Abbey, Linda Jean (Muhlenberg), Somerville, New Jersey
Abernathy, David Smith (Earlham), Little Rock, Arkansas
Aguilar, Manuel (Duke), San Jose, Costa Rica
Alden, Meredith (North Carolina at Chapel Hill), Chapel Hill, North Carolina
Alexander, Eben, III (North Carolina at Chapel Hill), Winston-Salem, North Carolina
Alexander, John Edward (Davidson), Laurinburg, North Carolina
Anders, Elizabeth Jane (Emory), Riverdale, Georgia
Andrews, William Cooke, Jr. (Duke), Norfolk, Virginia
Attarian, David Edward (Princeton), Albany, New York
Baker, Ralph Parr, Jr. (Duke), Newberry, South Carolina
Basuk, Barbara Jo (Brown), Gloversville, New York

*Leave of absence.

Beasley, Charles Ronald (Pembroke), Maxton, North Carolina
Bell, William Harrison, III (Tulane), New Bern, North Carolina
Bennett, James Kent (Clark), Elberton, Georgia
Bird, Janice Lynn (Duke), New Carrollton, Maryland
Bounous, Edwin P., Jr. (Duke), Morganton, North Carolina
Brasington, Richard D., Jr. (Harvard), Asheville, North Carolina
Broom, James Howell (University of Alabama), Hartselle, Alabama
Brothers, Leslie Ann (Harvard), Concord, Massachusetts
Buckner, John Kern (North Carolina at Chapel Hill), Chapel Hill, North Carolina
Chambers, Christopher Vaughan (Princeton), Wilmington, Delaware
Chiles, Caroline (Massachusetts Inst. of Tech.), High Point, North Carolina
*Chiu, Linda I-Yu (Princeton), Baltimore, Maryland
Chu, Alfred Alan Show Ping (McGill), Hong Kong, Hong Kong
Clark, Barbara Anne (Yale), Dearborn, Michigan
Coffey, Charles Edward (Wofford), Little River, South Carolina
Cote, Peter Christopher (State Univ. of New York), Syracuse, New York
Crawford, James Mackinnon (Dartmouth), Fairfield, Connecticut
Crimm, Allan Lawrence (Yale), Atlanta, Georgia
Damiano, Ralph James, Jr. (Dartmouth), Vista, New York
Denning, Stephen Mitchell (Duke), Rutherfordton, North Carolina
DeWitt, Eleanor Hinds (Wooster), New Wilmington, Pennsylvania
Doyle, William Jay (Duke), Cincinnati, Ohio
Dunn, Mitchell Bennett (Duke), West Hartford, Connecticut
Earley, Mary Frances (Duke), Garden City, New York
Eden, Robert Scott (Duke), Atlanta, Georgia
Englehard, Herbert Harter, III (Duke), Northbrook, Illinois
Ervin, Warren Dixon (Stanford), Redmond, Washington
Fitch, Nancy E. (Brown), Johnson City, Tennessee
Foster, Paul Alan (Michigan), Dearborn, Michigan
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Froome, Lynn Carol (Bennington), Penfield, New York
Giguere, Jeffrey Kent (Duke), Wilmington, Delaware
Gillogly, Scott Dale (U.S. Military Academy), East Aurora, New York
Gore, Thomas Bowden (Duke), La Grange, Georgia
Gores, Paul Farrell (Macalester), Rochester, Minnesota
Gottlieb, Ronald Howard (Pennsylvania), Englewood, New Jersey
Graham, Thomas Caston, Jr. (Emory), Newnan, Georgia
Grant, James William (North Carolina State), Rocky Mount, North Carolina
Greenberg, Raymond Seth (North Carolina at Chapel Hill), Chapel Hill, North Carolina
†Greenside, Henry Stewart (Harvard), Newtonville, Massachusetts
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Hall, Sherry Lene (Duke), Snow Hill, North Carolina
Hepler, Kevin Michael (Princeton), Myerstown, Pennsylvania
Howell, David Noble (Duke), Greenville, North Carolina
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Ishman, Reginald Eugene (Stanford), Hightstown, New Jersey
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Lacks, Susan (Queens), Flushing, New York
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Mabry, Michael Edwin (Duke), Lexington, Kentucky
Maher, Jacquelyn Jo (Duke), St. Louis, Missouri
Mappin, Francis Gregory (Duke), St. Simons Island, Georgia
Matthews, Dale Alan (Princeton), Hanover, New Hampshire
Mazoujian, Gwen (Skidmore), Durham, North Carolina
McKay, Lillian Lineberger (Swarthmore), Charlotte, North Carolina
Michal, Richard Glenn (North Carolina at Chapel Hill), Charlotte, North Carolina
Miller, Edward Douglas (Colgate), Columbus, Ohio

*Leave of absence.

*Leave of absence.

†Special student.

Morrison, Gregory Earle (Princeton), Westfield, New Jersey
Murdock, Charles Bruce (South Carolina), Belton, South Carolina
Neuss, Michael Norbert (Michigan), Indianapolis, Indiana
Nunn, Chalmers Morton, Jr. (Duke), Clarksville, Virginia
Olson, Richard Arthur (Minnesota), Canby, Minnesota
Parker, Margaret Elizabeth (Duke), Sarasota, Florida
Peacock, Mary Louise (North Carolina at Greensboro), Greensboro, North Carolina
Peterson, Lucy Elizabeth (Wellesley), Matthews, North Carolina
Placilla, William John (Rensselaer Polytechnic Inst.), Somerville, New Jersey
Plotka, Marshall Brian (Duke), Mountain Brook, Alabama
Post, Stephen Edward (North Carolina at Chapel Hill), Greenville, North Carolina
†Puleo, Joel Gregg (Duke), Elam, New York
Rabkin, Michael Scott (Massachusetts Inst. of Tech.), Marblehead, Massachusetts
Rocco, Michael Benjamin (Georgetown), West Orange, New Jersey
Rosenberg, Dana Wolf (Brown), Scarsdale, New York
Rotberg, Michael Howard (Haverford), West Orange, New Jersey
Russell, Janet Young (Duke), Mickleton, New Jersey
Ryan, Stephen Gregory (Georgetown), Kensington, Maryland
Salafia, Carolyn Margaret (Dartmouth), Middletown, Connecticut
Schreiner, Elizabeth Jean (Rensselaer Polytechnic Inst.), Hinckley, Ohio
Schwartz, Gregory Glenn (Brown), Jackson Heights, New York
Sechrest, Randale Craig (North Carolina at Chapel Hill), Jamestown, North Carolina
Severance, Harry Wells, Jr. (East Carolina), Wilson, North Carolina
Silverman, Mitchell Sheldon (Harvard), Massapequa, New York
Small, James Michael (Colorado), Englewood, Colorado
Smith, Stephanie Elizabeth (South Carolina), Columbia, South Carolina
Stringfield, John William (North Carolina at Chapel Hill), Hazelwood, North Carolina
Teigland, Chris Michael (Duke), Miami, Florida
Thompson, Katherine Ann (Duke), Lexington, Kentucky
Tibbets, Kim Richard (Stanford), Granada Hills, California
Tipermas, Alan (Massachusetts Inst. of Tech.), Fair Lawn, New Jersey
Treiman, Alan Richard (Franklin & Marshall), Merrick, New York
Tumen, Jon Jay (Brandeis), Deal Park, New Jersey
Van Dalen, Robert Warren (Duke), Clifton, New Jersey
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Ward, Richard Mayhew (Duke), Charlotte, North Carolina
Washburn, Ronald Glenn (Brown), Lake Bluff, Illinois
Whalen, Giles Francis (Harvard), Shrewsbury, New Jersey
Whatley, Ralph Emerson (Duke), Raleigh, North Carolina
White, Johnny Lee, Jr. (Harvard), Virginia Beach, Virginia
White, Thomas Rhyne (Duke), Cherryville, North Carolina
Wilkins, Isabelle Ann (Barnard), Pittsburgh, Pennsylvania
Williams, Christopher Douglas (Florida), Venice, Florida
Willis, Rebecca Margaret (Yale), Perry, Iowa
Wilson, Bryan Hadley (Davidson), Boone, North Carolina
Wool, Steven Alan (Washington), Waukegan, Illinois
Yarbrough, Emily Elliot (Duke), Durham, North Carolina

Class of 1976 with Internship Appointments

Allen, Faith (Berkley Heights, New Jersey), Cornell University, Ithaca, New York
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Barnhill, Raymond L. (Many, Louisiana), University of Texas S.W. Affiliated Hospitals, Dallas, Texas
Beaumont, Ralph R. (Latham, New York), North Carolina Baptist, Winston-Salem, North Carolina
Beekman, Robert H. (Carmichael, California), University of California Hospital, Los Angeles, California
Berger, Keith (Norfolk, Virginia), Duke Hospital, Durham, North Carolina
Bergin, Donald J. (Harvey, Illinois), Walter Reed Army Medical Center, Washington, D.C.
Bevan, Mark F. (Durham, North Carolina), University of Texas S.W. Affiliated Hospitals, Dallas, Texas
Bilsker, Martin (Miami, Florida), Tulane Service, Charity Hospital, New Orleans, Louisiana
Blaylock, Barbara L. (Winston-Salem, North Carolina), San Diego County University Hospital, San Diego, California

†Special student.

Boeck, Marjorie A. (Minneapolis, Minnesota), Johns Hopkins Hospital, Baltimore, Maryland
Brown, Michael A. (Concord, Tennessee), William Shands Hospital, Gainesville, Florida
Bundy, Ralph L. (Daytona Beach, Florida), Tripler Army Medical Center, Honolulu, Hawaii
Carlson, Desiree A. (St. Paul, Minnesota), University of Washington Affiliated Hospitals, Seattle,
Washington
Cannon, David R. (Fairfield, Connecticut), University of Virginia Hospital, Charlottesville, Virginia
Caudill, Lucy H. (Charleston, West Virginia), Childrens Medical Center, Dallas, Texas
Chatterton, Howard T. (Denver, Colorado), Duke Hospital, Durham, North Carolina
Cheesborough, John D. (Asheville, North Carolina), North Carolina Memorial, Chapel Hill, North
Carolina
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Collins, David (Front Royal, Virginia), University of Colorado Affiliated Hospitals, Denver,
Colorado
Conn, Eric H. (Princeton, New Jersey), Yale-New Haven Hospital, New Haven, Connecticut
Cooke, James H. (New Bern, North Carolina), William Beaumont Army Medical Center, Royal Oak,
Michigan
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Texas
Crigler, Norris W. (Charlotte, North Carolina), University of Virginia Hospital, Charlottesville,
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Dae, Michael E. (Raleigh, North Carolina), Childrens Center, Boston, Massachusetts
Davies, Michael E. (Bay Village, Ohio), Highland General, San Diego, California
Dixon, George R. (Durham, North Carolina), Duke Hospital, Durham, North Carolina
Dunn, Philip H. (Tampa, Florida), Duke Hospital, Durham, North Carolina
Epstein, Arnold M. (Pembroke Pines, Florida), Peter Bent Brigham Hospital, Boston, Massachusetts
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Washington
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Krauth, Lee (West Palm Beach, Florida), Wilford Hall USAF Medical Center, San Antonio, Texas

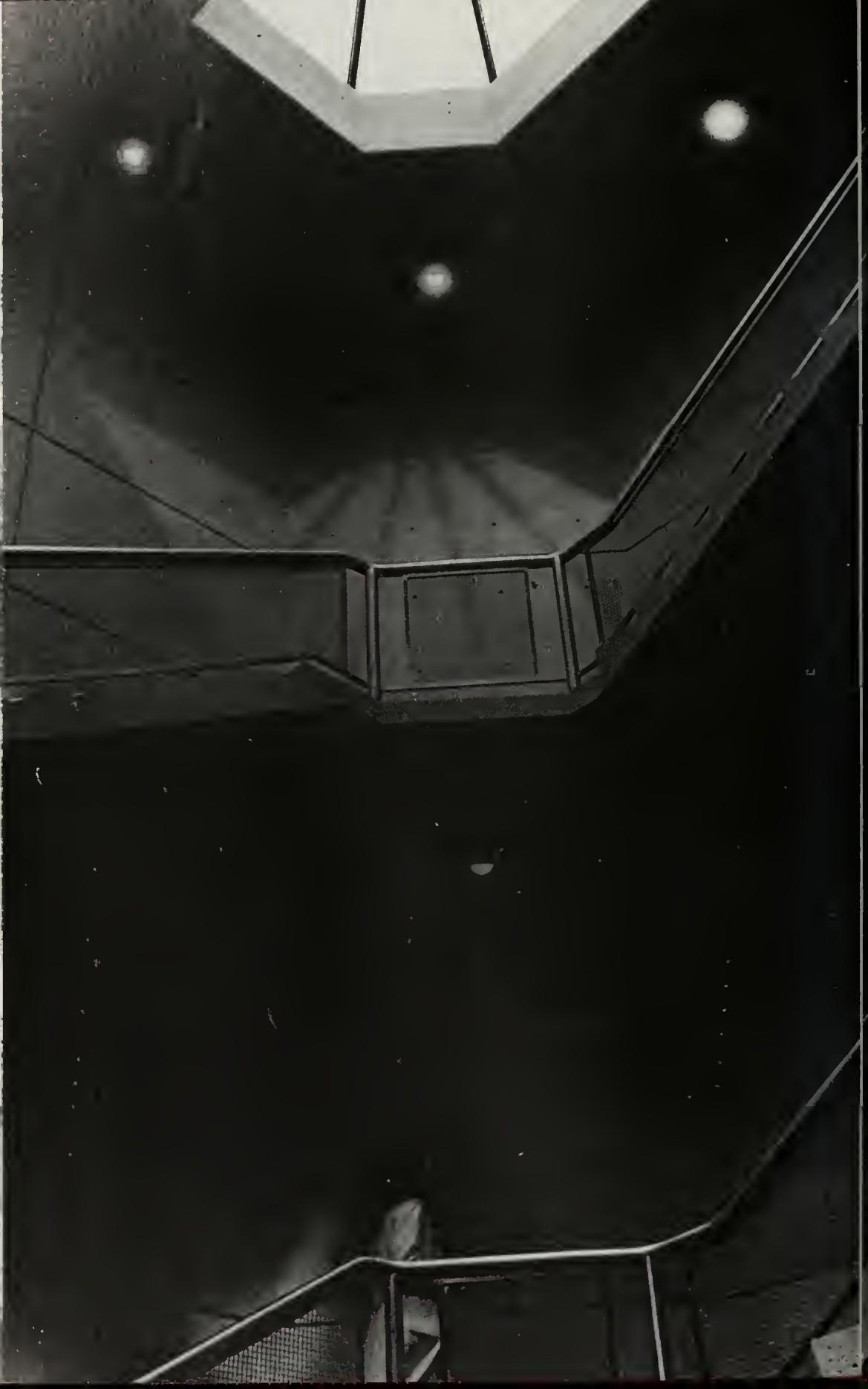
Lamb, Robert V. (Southern Pines, North Carolina), Baylor College Affiliated Hospitals, Houston, Texas
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Leider, Karen (Durham, North Carolina), New York Hospital, New York, New York
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Stanley, Robert B. (High Point, North Carolina), University of California Hospital, Los Angeles, California
Stoughton, Ned S. (Berkeley, California), Veterans Administration Memorial Hospital, San Diego, California
Stulting, Robert D. (Knoxville, Tennessee), Barnes Hospital Group, Saint Louis, Missouri
Swetenburg, Raymond L. (Gainesville, Georgia), University of Colorado Affiliated Hospitals, Denver, Colorado
Tannebaum, Sigmund (Greensboro, North Carolina), University of California Hospitals, San Francisco, California
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Webb, Mary S. (Alexandria, Virginia), Massachusetts General Hospital, Boston, Massachusetts
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Carolina
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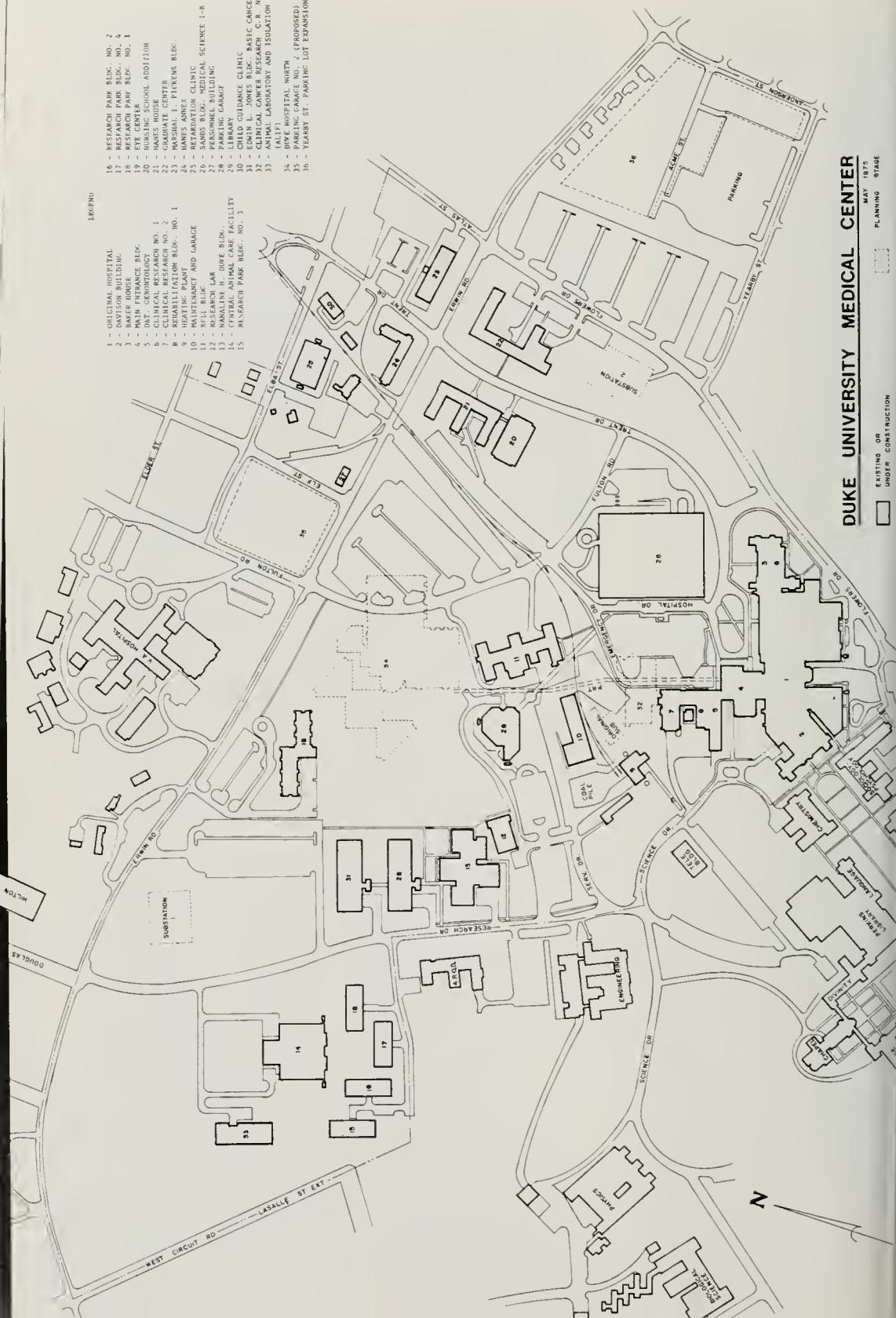
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- 3 - BAKER HOUSE
- 4 - MAIN FINTRANCE BLDG.
- 5 - D&T - GERONTOLOGY
- 6 - CLINICAL RESEARCH NO. 1
- 7 - CLINICAL RESEARCH NO. 2
- 8 - CLINICAL RESEARCH NO. 3
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1977-1978



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JANUARY						MAY			SEPTEMBER		
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5	6	7	8	9	10	11	4	5	6	7	8
12	13	14	15	16	17	18	11	12	13	14	15
19	20	21	22	23	24	25	18	19	20	21	22
26	27	28					25	26	27	28	29
							30	31			
MARCH						JULY			NOVEMBER		
1	2	3	4			1			1	2	3
5	6	7	8	9	10	11	2	3	4	5	6
12	13	14	15	16	17	18	9	10	11	12	13
19	20	21	22	23	24	25	16	17	18	19	20
26	27	28	29	30	31		23	24	25	26	27
							30	31			
APRIL						AUGUST			DECEMBER		
1				1		1	2	3	4	5	6
2	3	4	5	6	7	6	7	8	9	10	11
9	10	11	12	13	14	13	14	15	16	17	18
16	17	18	19	20	21	20	21	22	23	24	25
23	24	25	26	27	28	27	28	29	30	31	

Calendar of the Law School

1977

August

- 18 Thursday, 8:30 a.m.-12:30 p.m.—Registration for all students
Thursday, 8:00 a.m.—Classes begin for second- and third-year students
Thursday, 2:00 p.m.—Orientation for first-year students
19 Friday, 9:00 a.m.—Classes begin for first-year students

November

- 23 Wednesday, 6:00 p.m.—Thanksgiving holidays begin
28 Monday, 8:00 a.m.—Classes resume

December

- 3 Saturday, 6:00 p.m.—Fall semester classes end
8 Thursday, 9:00 a.m.—Fall semester examinations begin
19 Monday, 6:00 p.m.—Fall semester examinations end

1978

January

- 3 Tuesday, 8:00 a.m.—Spring semester classes begin

March

- 4 Saturday, 6:00 p.m.—Spring vacation begins
13 Monday, 8:00 a.m.—Classes resume

April

- 22 Saturday, 6:00 p.m.—Spring semester classes end
24 Monday, 9:00 a.m.—Spring semester examinations begin

May

- 3 Wednesday, 6:00 p.m.—Spring semester examinations end
6 Saturday—Commencement exercises begin
7 Sunday—Commencement



University Administration

Terry Santord, J.D., LL.D., D.H., L.H.D., D.P.A., President
A. Kenneth Pye, LL.M., Chancellor

Frederic N. Cleaveland, Ph.D., Provost

Charles B. Huestis, Vice President for Business and Finance

William G. Anlyan, M.D., D.Sc., Vice President for Health Affairs

J. David Ross, J.D., Vice President for Institutional Advancement

Stephen Cannada Harward, A.B., C.P.A., Treasurer and Assistant Secretary

J. Peyton Fuller, A.B., Assistant Vice President and Corporate Controller

Rufus H. Powell, LL.B., Secretary of the University

Eugene J. McDonald, LL.M., University Counsel

Harold W. Lewis, Ph.D., Vice Provost and Dean of the Faculty

John C. McKinney, Ph.D., Vice Provost and Dean of the Graduate School

John M. Fein, Ph.D., Vice Provost and Dean of Trinity College of Arts and Sciences

Ewald W. Busse, M.D., Sc.D., Associate Provost and Dean of Medical and Allied Health Education

Roscoe R. Robinson, M.D., Associate Vice President for Health Affairs and Chief Executive Officer of
Duke Hospital

Frederick C. Joerg, M.B.A., Assistant Provost for Academic Administration

Anne Flowers, Ed.D., Assistant Provost for Educational Program Development

William J. Griffith, A.B., Assistant Provost and Dean of Student Affairs

William C. Turner, Jr., M.Div., Assistant Provost and Dean of Black Affairs

Richard L. Wells, Ph.D., Assistant Provost and Associate Dean of Trinity College of Arts and Sciences
Joel L. Fleishman, LL.M., Vice Chancellor for Public Policy Education and Research; Director of the

Institute for Policy Sciences and Public Affairs

Connie R. Dunlap, A.M.L.S., University Librarian

William E. King, Ph.D., University Archivist

Clark R. Cahow, Ph.D., University Registrar

Robert N. Sawyer, Ed.D., University Educational Planning Officer and Director of Summer Educational Programs



Law Faculty

Donald H. Beskind, A.B., J.D., LL.M., Assistant Professor of Law

A.B., 1969, George Washington University; J.D., 1973, University of Connecticut; LL.M., 1977, Duke University. General practice, 1973-1975. Instructor in Law and John S. Bradway Fellow in Clinical Education, Duke University, 1975-1977; faculty member, National Institute for Trial Advocacy, 1976-1977. Assistant Professor of Law and Co-Director of Clinical Studies, Duke University, since 1977.



Anthony J. Bocchino, A.B., J.D., Associate Professor of Law

A.B., 1969, Bucknell University; J.D., 1972, University of Connecticut. Lecturer in Law and Co-Director of Legal Clinic, University of Connecticut, 1972-1973; Visiting Professor of Political Science, Clark University, spring, 1973; Visiting Professor of Law, University of North Carolina, summer, 1974, 1976; team leader, National Institute for Trial Advocacy, 1976, 1977. Instructor in Law and Graduate Fellow in Clinical Education, Duke University, 1973-1974; Assistant Professor of Law and Director of Clinical Studies, 1974-1977; Associate Professor of Law and Director of Clinical Studies, since 1977.





George C. Christie, A.B., J.D., S.J.D., Diploma in International Law, *Professor of Law*

A.B., 1955, J.D., 1957, Columbia University; S.J.D., 1966, Harvard University; Diploma in International Law, 1962, Cambridge University. General practice, 1958-1960; Ford Fellow, Harvard Law School, 1960-1961; Fulbright Scholar, Cambridge University, 1961-1962; Associate Professor of Law, University of Minnesota, 1962-1965; Professor of Law, 1965-1966; Visiting Professor of Law, University of Michigan, summer, 1970; Visiting Professor of Law, University of Florida, summer, 1974; Assistant General Counsel for the Near East and South Asia, Agency for International Development, 1966-1967; Board of Editors, *American Journal of Legal History*; member, American Law Institute. Professor of Law, Duke University, since 1967.



Walter E. Dellinger III, A.B., LL.B., *Professor of Law and Acting Dean*

A.B., 1963, University of North Carolina; LL.B., 1966, Yale University. Associate Professor of Law, University of Mississippi, 1966-1968; Law Clerk to Associate Justice Hugo L. Black, United States Supreme Court, 1968-1969; Visiting Professor of Law, University of Southern California School of Law, 1973-1974; Consultant and Draftsman, North Carolina Criminal Code Commission, since 1971. Associate Professor of Law, Duke University, 1969-1972; Professor of Law, since 1972; Associate Dean, 1974-1976; Acting Dean, 1976-1977.



Deborah A. DeMott, B.A., J.D., *Assistant Professor of Law*

B.A., 1970, Swarthmore College; J.D., 1973, New York University; Articles and Book Review Editor, *New York University Law Review*. Law Clerk to The Honorable Arnold Bauman, Southern District of New York, 1973-1974; general practice, 1974-1975. Assistant Professor of Law, Duke University, since 1975. On leave, 1977-1978.

Robinson Oscar Everett, A.B., LL.B., Professor of Law

A.B., 1947, LL.B., 1950, Harvard University. Assistant Professor of Law, Duke University, 1950-1951; military service, Legal Officer in the Air Force, 1951-1953; Commissioner of the U.S. Court of Military Appeals, 1953-1955; general practice, since 1955; U.S. Senate Subcommittee on Constitutional Rights of the Committee on the Judiciary, Counsel, 1961-1964, consultant, 1964-1966; commissioner on Uniform Laws, 1962-1973; member of American Law Institute, since 1966. Visiting Associate Professor of Law, Duke University, 1956-1961; Adjunct Professor of Law, 1961-1966; Associate Editor, *Law and Contemporary Problems*, 1967-1974; Professor of Law, since 1967.



Matthew W. Finkin, A.B., LL.B., LL.M., Visiting Professor of Law

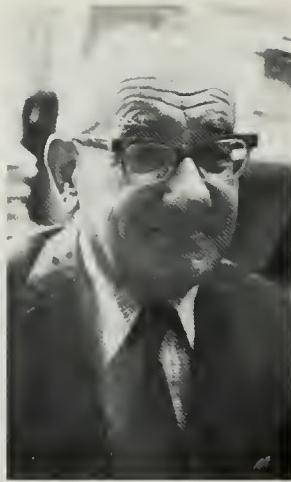
A.B., 1963, Ohio Wesleyan University; LL.B., 1967, New York University; LL.M., 1973, Yale University. Various staff positions with the American Association of University Professors (AAUP), 1967-1972; Visiting Associate Professor of Law, Southern Methodist University, 1973-1974, Associate Professor of Law, 1974-1976, Professor of Law, since 1976; Associate General Counsel, AAUP, 1975-1976, General Counsel, since 1976; Faculty Associate Editor, *Human Rights*, 1974-1977; member, Panel of Labor Arbitrators, American Arbitration Association, since 1974. Visiting Professor of Law, Duke University, 1977-1978.



Joel L. Fleishman, A.B., J.D., M.A., LL.M., Professor of Law and Public Policy Sciences

A.B., 1955, J.D., 1959, M.A., 1959, University of North Carolina at Chapel Hill; LL.M., 1960, Yale University. Assistant to the Director, Walter E. Meyer Research Institute of Law, 1960-1961, Yale Law School; Legal Assistant to the Governor of North Carolina, 1961-1965; Director, 1965-1967, Yale Summer High School; Associate Provost for Urban Studies and Programs, Yale University, 1967-1971; Associate Chairman, Center for the Study of the City and Associate Director for Program Development, Institute of Social Science, Yale University, 1969-1971. Professor of Law and Policy Sciences, Director, Institute of Policy Sciences and Public Affairs, and Vice Chancellor for Public Policy Education and Research, Duke University, since 1971. On leave, spring, 1978.





Kazimierz Grzybowski, M.LL., D.LL., S.J.D., Professor of Law and Political Science

M.LL., 1931, Doctor of Law and Political Science, 1934, University of Lwow; S.J.D., 1933, Harvard University. Associate Professor, School of Law and Graduate School of Diplomacy, University of Lwow, 1936-1939; Judge of the District Court of Lwow; military service, 1939-1948; Editor, Law Library, Library of Congress, Washington, D.C., 1951-1960; consultant, Social Science Division, Rand Corporation, Santa Monica, California, 1960-1962; Visiting Professor, Michigan Law School, 1961-1962; Visiting Professor, Yale Law School, 1962-1963; Visiting Professor, Leiden University, Leiden, The Netherlands, 1963-1964; Visiting Professor, Strasbourg University, Strasbourg, France, 1967. Professor of Law and Senior Research Associate, Rule of Law Research Center, Duke University Law School, since 1964. On leave, spring, 1978.



Clark C. Havighurst, A.B., J.D., Professor of Law

A.B., 1955, Princeton University; J.D., 1958, Northwestern University. Military service, 1958-1960; Research Associate, Small Business Studies, Duke University, 1960-1961; general practice, 1961-1964; Visiting Associate Professor of Law, Stanford University, spring, 1968; Visiting Professor of Law, Northwestern University, spring 1970; Editor, *Law and Contemporary Problems*, 1965-1970; Scholar-in-Residence, Institute of Medicine (National Academy of Sciences), 1972-1973; World Health Organization Fellow, summer, 1976; Adjunct Scholar, American Enterprise Institute for Public Policy Research; Director, Program on Legal Issues in Health Care, since 1969. Associate Professor of Law, Duke University, 1964-1968, Professor of Law, since 1968.



David L. Lange, B.S., LL.B., Professor of Law, Professor of Law and Public Policy Sciences, General Editor and Chairman of the Editorial Committee, Law and Contemporary Problems

B.S., 1960, LL.B., 1964, University of Illinois. Production Coordinator, Television-Motion Picture Department, University of Illinois, 1959-1961; General Counsel, Mass Media Task Force, National Commission on the Causes and Prevention of Violence, 1968-1969; private practice, 1964-1971; Visiting Associate Professor of Law, Northwestern University School of Law, summer, 1972. Editor, *Law and Contemporary Problems*, since 1976. Associate Professor of Law, Duke University, 1971-1974, Professor of Law, Professor of Law and Public Policy Sciences, since 1974, Chairman of the Center for the Study of Communications Policy, 1974-1976.

Arthur Larson, A.B., M.A., B.C.L., J.D., D.C.L., LL.D., L.H.D.,
James B. Duke Professor of Law and Director of Rule of Law Research Center

A.B., 1931, LL.D., 1953, Augustana College; M.A. (Juris), 1938, B.C.L., 1957, D.C.L., 1957, Oxford University; Fellow of Pembroke College, Oxford. General practice, 1935-1939; Assistant Professor of Law, University of Tennessee, 1939-1941; Division Counsel, Office of Price Administration, 1941-1944; Chief, Scandinavian Branch, Foreign Economic Administration, 1944-1945; Associate Professor, Cornell Law School, 1945-1948; Professor of Law, 1948-1953; Fulbright Fellow, London School of Economics, 1952; Dean, University of Pittsburgh Law School, 1953-1954; Knapp Professor of Law, University of Wisconsin School of Law, 1958; Undersecretary of Labor, 1954-1956; Director of U.S. Information Agency, 1956-1957; Special Assistant to the President, 1957-1958; Special Consultant to the President, 1958-1961; Consultant to the President on Foreign Affairs, 1964-1968; Consultant to the State Department on International Organizations, 1963-1969. Professor of Law and Director of Rule of Law Research Center, Duke University, since 1958, James B. Duke Professor of Law, since 1975.



Betsy Levin, A.B., LL.B., Professor of Law

A.B., 1956, Bryn Mawr College; LL.B., 1966, Yale University; Topics Editor, *Yale Law Journal*. Research Geologist, U.S. Geological Survey, 1956-1966; Law Clerk to Judge Simon E. Sobeloff, U.S. Court of Appeals for the Fourth Circuit, 1966-1967; White House Fellow and Special Assistant to Ambassador Arthur J. Goldberg, U.S. Mission to the United Nations, 1967-1968; Senior Research Staff, The Urban Institute, 1968-1970; Director of Education Studies, The Urban Institute, 1970-1973; Guest Lecturer in Law, Yale Law School, spring, 1970; Adjunct Professor of Law, Georgetown University Law Center, 1970-1973; National Institute of Education Fellow, spring, 1977. Associate Professor of Law, Duke University, 1973-1976; Professor of Law, since 1976.



Susan H. Lewis, A.B., J.D., Visiting Assistant Professor of Law

A.B., 1967, Randolph-Macon Woman's College; J.D., 1970, University of Texas; Order of the Coif; Comment Editor, *Texas Law Review*. Law Clerk to The Honorable H. Thornberry, U.S. Court of Appeals for the Fifth Circuit, 1970-1971; general practice, 1971-1974; Visiting Professor of Law, University of Texas, summer, 1974; Assistant Professor of Law, University of North Carolina, since 1974. Visiting Assistant Professor of Law, Duke University, spring, 1976, fall, 1977.





Charles H. Livengood, Jr., A.B., J.D., Professor of Law

A.B., 1931, Duke University; J.D., 1934, Harvard University. General practice, 1934-1940, 1945-1948; Regional Attorney for the Seventh Region, Wage and Hour Division, U.S. Department of Labor, 1940-1941; Chief of the Wage-Hour Section, Office of the Solicitor of Labor, 1941-1942; Visiting Professor of Law, University of North Carolina, 1967-1968, summer, 1948; Visiting Professor of Law, George Washington University, summer, 1949, 1956; Fulbright Lecturer, University of Sydney, Australia, 1958-1959; member, American Law Institute, since 1947; consultant, U.S. Senate Subcommittee on Labor-Management Relations, 1950; Associate Editor, *Journal of Legal Education*, 1951-1952; public member, Wage Stabilization Board, Region III, 1952-1953; member, National Academy of Arbitrators, since 1953; member, North Carolina General Statutes Commission, since 1966, Chairman, since 1970; Secretary, Section of Labor Relations Law, American Bar Association, 1967-1968. Lecturer in Law, Duke University, 1946-1948, Associate Professor of Law, 1948-1951, Professor of Law, since 1951.



Pamela G. Luther, B.A., J.D., Assistant Professor of Law

B.A., 1970, University of North Carolina; J.D., 1973, Duke University; Order of the Coit, Articles Editor, *Duke Law Journal*. Private practice, 1973-1975; Visiting Assistant Professor of Law, Washington University, summer, 1977. Assistant Professor of Law, Duke University, since 1975. On leave, fall, 1977.



Joel Francis Paschal, A.B., LL.B., A.M., Ph.D., Professor of Law

A.B., 1935, LL.B., 1938, Wake Forest College; A.M., 1942, Ph.D., 1948, Princeton University. Instructor in Law, Wake Forest College, 1939-1940, USNR, 1942-1946; Instructor, Princeton University, 1946-1947; Research Director, North Carolina Commission for the Improvement of the Administration of Justice, 1947-1949; general practice, 1949-1954; Visiting Professor of Law, Duke University, 1952-1953; Visiting Professor of Law, University of North Carolina, spring semester, 1956, fall semester, 1966. Associate Professor of Law, Duke University, 1954-1959, Professor of Law, since 1959.

E. K. Powe, A.B., J.D., Adjunct Professor of Law

A.B., 1948, J.D., 1950, University of North Carolina. Military service, 1942-1946; Representative, North Carolina General Assembly, 1955-1957; member, North Carolina General Statutes Commission, 1956-1960; member, the Fourteenth Judicial District Bar, President, 1969-1970; member, the North Carolina and American Bar Associations; member, North Carolina State Bar, Councillor, since 1970; member, American Judicature Society. Adjunct Professor of Law, Duke University, since 1972.



Mary Kathleen Price, B.A., M.S., J.D., Associate Professor of Law and Law Librarian

B.A., 1963, University of Florida; M.S. (Library Science), 1967, Florida State University; J.D., 1973, University of Illinois; Book Review Editor, *University of Illinois Law Forum*. Assistant Law Librarian, University of Alabama School of Law Library, 1967-1970; Assistant Law Librarian, University of Illinois College of Law Library, 1970-1973; Head, Reference and Documents Department, Instructor in Legal Bibliography, Graduate Library School, University of Illinois, 1970-1973; Editor, *University of Illinois Law Library Bibliographies and Research Aids*, 1970-1973; general practice, 1973-1975; Chicago Bar Association, Library Committee, 1973-1975; American Bar Association Section of Patent, Copyright, and Trademark Law, since 1973. Associate Professor of Law and Law Librarian, Duke University, since 1975.



A. Kenneth Pye, B.A., J.D., LL.M., Chancellor of Duke University and Professor of Law

B.A., 1951, University of Buffalo; J.D., 1953, LL.M., 1955, Georgetown University. Military service, 1953-1955; Professor of Law, Georgetown University, 1955-1966, Associate Dean, 1961-1966; Visiting Professor of Law, Johann Wolfgang Goethe University, Germany, summer, 1959, Duke University, spring, 1965, University of North Carolina, spring, 1968, Banaras Hindu University, India, 1966-1967, Loyola University, Los Angeles, summer, 1972, Monash University, Australia, fall, 1974; Program Specialist in Legal Education, The Ford Foundation (India), 1966-1967; Associate Director, Association of American Law Schools Orientation Program in American Law, summer, 1965, Director, 1967-1968; President, Association of American Law Schools, 1977. Professor of Law, Duke University, since 1966; Dean, School of Law, 1968-1970, 1973-1976; University Counsel, 1971-1974; Chancellor of Duke University, 1970-1971, 1976-present.





William Arneill Reppy, Jr., A.B., J.D., Professor of Law

A.B., 1963, J.D., 1966, Stanford University. Law Clerk, The Honorable Raymond E. Peters, Supreme Court of California, 1966-1967; Law Clerk to Associate Justice William O. Douglas, United States Supreme Court, 1967-1968; private practice, 1968-1971; Visiting Assistant Professor of Law, University of Michigan, summer, 1973; Visiting Professor of Law, Hastings College of Law, summer, 1976; Visiting Professor of Law, University of California at Berkeley School of Law, 1976-1977. Assistant Professor of Law, Duke University, 1971-1973. Associate Professor of Law, 1973-1976, Professor of Law, since 1976.



Horace B. Robertson, Jr., B.S., J.D., M.S., Professor of Law

B.S., 1945, U.S. Naval Academy; J.D., 1953, Georgetown University; M.S., 1968, George Washington University; Editor-in-Chief, *Georgetown Law Journal*, 1952-1953. Active duty, U.S. Navy, 1945-1976; Judge Advocate, U.S. Navy, 1954-1976; member, U.S. Delegation to United Nations Law of the Sea Conference, 1958; Special Counsel to the Secretary of the Navy, 1964-1967; Special Counsel to the Chief of Naval Operations, 1970-1972; Deputy Judge Advocate General of the Navy, 1972-1975; member, U.S. Delegation to the United Nations Seabeds Committee's Sixth Preparatory Session for the Third U.N. Conference on the Law of the Sea, 1973; Judge Advocate General of the Navy, 1975-1976. Visiting Professor of Law, Duke University, 1976-1977, Professor of Law, since 1977.



Thomas D. Rowe, Jr., B.A., B.Phil., J.D., Associate Professor of Law

B.A., 1964, Yale University; B.Phil., 1967, Oxford University; J.D., 1970, Harvard University; Note and Supreme Court Note Editor, *Harvard Law Review*. Law Clerk to Associate Justice Potter Stewart, United States Supreme Court, 1970-1971; Assistant Counsel, U.S. Senate Subcommittee on Administrative Practice and Procedure, 1971-1973; general practice, 1973-1975. Associate Professor of Law, Duke University, since 1975.

Cynthia B. Shimm, A.B., M.D., Visiting Assistant Clinical Professor of Psychiatry

A.B., 1946, Cornell University; M.D., 1950, Yale University. Diplomate, American Board of Psychiatry and Neurology (Psychiatry); private practice of psychiatry, since 1968; Assistant Instructor, University of North Carolina-Duke University Psychoanalytic Institute, 1971-1975. Chief of Psychiatric Service, Durham County General Hospital, since 1976. Assistant Clinical Professor of Psychiatry, Duke Medical Center, and Visiting Assistant Clinical Professor of Psychiatry, Duke Law School, since 1974.



Melvin G. Shimm, A.B., LL.B., Professor of Law, American Editor, Journal of Business Law, Faculty Adviser, Duke Law Journal, and Legal Research Program

A.B., 1947, Columbia University; LL.B., 1950, Yale University. Second Lieutenant FA (AUS), 1943-1946; general practice, 1950-1951; Counsel, Wage Stabilization Board, 1951-1952; Bigelow Fellow, University of Chicago Law School, 1952-1953; Editor, *Law and Contemporary Problems*, 1955-1961, 1974-1976; Editor, *Journal of Legal Education*, 1955-1963; American Editor, *Journal of Business Law*, 1955-1961; Visiting Associate Professor of Law, New York University, summer, 1957; Visiting Professor of Law, University of Southern California, summer, 1965, University of North Carolina, spring 1970, University of Michigan, spring, 1973, University of Texas, summer, 1976; faculty member, Association of American Law Schools Orientation Program in American Law, summer, 1966, Director, 1968-1970; Senior Legal Consultant, The Brookings Institution, 1965-1968. Assistant Professor of Law, Duke University, 1953-1956, Associate Professor of Law, 1956-1959, Professor of Law, since 1959.



Bertel M. Sparks, B.S., LL.B., LL.M., S.J.D., Professor of Law

B.S., 1938, Eastern Kentucky University; LL.B., 1948, University of Kentucky; LL.M., 1949, S.J.D., 1955, University of Michigan. Special Agent, U.S. Army Counterintelligence Corps, 1941-1945; Instructor in Law, New York University, 1949-1950, Assistant Professor of Law, 1950-1952, Associate Professor of Law, 1952-1954, Professor of Law, 1954-1967. Visiting Professor of Law, University of Michigan, summer, 1956, University of Kentucky, summer, 1957. Visiting Professor of Law, Duke University, 1966-1967, Professor of Law, since 1967.





Otto G. Stoltz, B.S., LL.B., Professor of Law

B.S., 1963, Stevens Institute of Technology; LL.B., 1966, University of Virginia Law School; Editorial Board, *Virginia Law Review*; diplôme, L'Institut des Hautes Etudes Internationales, Geneva, Switzerland. Harriman Fellow, 1966-1967; private practice, 1968-1971; Special Counsel to the Undersecretary of the Treasury, 1971-1972; consultant, U.S. Department of Treasury; Assistant Secretary, U.S. Department of Housing and Urban Development, 1974-1975. Associate Professor of Law, Duke University, 1972-1974, Professor of Law, since 1974.



William W. Van Alstyne, B.A., J.D., LL.D., William R. Perkins Professor of Law.

B.A., 1955, University of Southern California; J.D., 1958, Stanford University; Certificate, 1961, Hague Academy of International Law; LL.D., 1976, Wake Forest University. California Department of Justice, 1958; U.S. Department of Justice, 1958-1959; Assistant Professor, Ohio State University College of Law, 1959-1961, Associate Professor, 1961-1964, Professor, 1964-1965; Visiting Associate Professor of Law, Duke University, spring, 1964, University of California at Los Angeles, summer, 1964; Senior Fellow, Yale Law School, 1964-1965; faculty, Orientation Program in American Law, Princeton University, summer, 1967; Visiting Professor of Law, University of Mississippi, summer, 1968, Stanford University, spring, 1969, University of Denver Law Center, summer, 1969, University of Pennsylvania, spring, 1973; American Civil Liberties Union National Board of Directors, since 1970; President, American Association of University Professors, since 1974. Professor of Law, Duke University, 1965-1973; William R. Perkins Professor of Law, since 1973. On leave, fall, 1977.



John C. Weistart, A.B., J.D., Professor of Law

A.B., 1965, Illinois Wesleyan University; J.D., 1968, Duke University; Editor-in-Chief, *Duke Law Journal*, 1968; Order of the Coif. Law Clerk to Justice Walter V. Schaefer, Supreme Court of Illinois, 1968-1969; Editor, *Law and Contemporary Problems*, 1970-1973; American Developments Editor, *Journal of Business Law* (London), 1969-1973; Visiting Professor of Law, University of California at Los Angeles, spring, 1974. Associate Professor of Law, Duke University, 1972-1973, Professor of Law, since 1973.

Emeriti

John S. Bradway, A.B., A.M., LL.B., LL.D., Professor Emeritus of Law

A.B., 1911, A.M., 1915, LL.D., 1957, Haverford College; LL.B., 1914, University of Pennsylvania. General practice, 1914-1929; Legal Aid Society of Philadelphia, 1914-1920; Chief Counsel, Philadelphia Legal Aid Bureau, 1920-1922; Secretary, National Association of Legal Aid Organizations, 1923-1940, President, 1940-1942; Visiting Professor of Law and Director of the Legal Aid Clinic, University of Southern California, summer, 1928; Professor of Law and Director of the Legal Aid Clinic, University of Southern California, 1929-1931; Vice President, North Carolina Bar Association, 1945-1946; Visiting Professor, University of North Carolina School of Social Work, 1949-1959. Professor of Law and Director of the Legal Aid Clinic, Duke University, 1931-1959, Professor Emeritus of Law, since 1959.

Edwin C. Bryson, LL.B., Professor Emeritus of Law

University of North Carolina, 1922-1925; Duke University, 1932-1933; LL.B. 1937, University of Oregon. General practice, 1927-1930; Assistant to Duke University Legal Aid Clinic, 1931-1947. University Counsel, Duke University, 1945-1971, Associate Professor of Law, 1947-1954, Professor of Law, 1954-1971, Professor Emeritus of Law, since 1971.

Elvin R. Latty, B.S., J.D., J.Sc.D., William R. Perkins Professor of Law Emeritus and Dean Emeritus

B.S., 1923, Bowdoin College; J.D., 1930, University of Michigan; J.Sc.D., 1936, Columbia University. Instructor in Romance Languages, University of Vermont, 1923-1927; general practice, 1930-1933; Special Fellow, Columbia University, 1933-1934; Associate Professor of Law, University of Kansas, 1934-1935; Professor of Law, University of Missouri, 1935-1937; Visiting Professor of Law, George Washington University, summer, 1937, Stanford University, summer, 1938, University of North Carolina, summer, 1942, 1947, 1949, 1956, University of Texas, summer, 1951, University of Puerto Rico, spring, 1968, University of Florida, summer, 1970; Fulbright Lecturer, University of Pavia, Italy, 1954; Special Assistant to the American Ambassador, Caracas, 1942-1943; Acting Assistant Chief, Foreign Funds Control Division, U.S. Department of State, 1943. Professor of Law, Duke University, 1937-1973, Dean, School of Law, 1958-1966; William R. Perkins Professor of Law Emeritus and Dean Emeritus, since 1973.





Law Staff

Law Library Staff

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Lorraine S. Lowe, *Placement Director*

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Catherine C. Mauney, *Senior Recorder*

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Scholar-in-Residence

John W. Halderman

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Law and Contemporary Problems

David L. Lange, *General Editor*

Amy H. Gery, *Senior Editorial Assistant*

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James Vaupel (Institute of Policy Sciences and Public Affairs)

John C. Weistart (Law)

General Information





History

Union Institute, founded in 1838, later became Trinity College, which in turn formed the nucleus around which Duke University developed. The teaching of law as part of a liberal education began at Duke in 1850 and as part of a professional education in 1868 with the establishment of the Department of Law of Trinity College.

The School of Law of Trinity College was founded in 1904. Samuel Fox Mordecai organized the School and was its Dean until his death in 1927. The establishment of the School of Law set a new standard in southern legal education. Duke was the first southern law school to require college work as preliminary to the study of law. The case method was used as the basis of instruction and the completion of three years of resident study was required for the LL.B. degree.

In 1924, James B. Duke established The Duke Endowment, and Duke University came into being. The ideas of the founder with reference to the University and its education of lawyers were expressed in the Indenture establishing The Duke Endowment:

I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence. I request that this institution secure for its officers, trustees, and faculty men of such outstanding character, ability and vision as will insure its attaining and maintaining a place of real leadership in the educational world, and that great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination and application evincing wholesome and real ambition for life. And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind. . . .

During its early years the Law School expanded from twenty-five students and three professors in 1924-1925 to fifty-five students and five professors in 1929-1930. During the 1930s, enrollment stabilized at about one hundred students with thirteen faculty members until 1941 when World War II caused a dramatic drop.

During the 1930s, the Duke Law School was reorganized and the curriculum and professional activities were broadened. Its objectives, the nature of its curriculum and resources, and the quality and states of origin of its students and faculty distinguished it as a national law school.

Since World War II, the Law School has been characterized by a distinguished faculty, an outstanding study body, a broad curriculum, and excellent physical facilities.

Throughout its history the Law School has emphasized quality rather than quantity in its student body. Each fall it seeks a class of 150 to 170 students selected from over 2,500 applicants.

The Duke Law School is approved by the American Bar Association and is a member of the Association of American Law Schools.

Nature of the School

The nature and character of a school are determined by the people who compose it, their aims and methods, and the extent to which they achieve their objectives.

The Faculty. The members of the faculty are varied in outlook, in philosophy, and in political views. Their different backgrounds, ages, and range of experience serve to provide a balanced perspective and to ensure that the Law School will continue to develop as a dynamic yet stable institution.

The primary goal of the faculty is to educate students to become effective lawyers. Their common concern is to assist students to realize their potential not only as lawyers but as individuals and as useful citizens in a complex and changing society. The faculty seeks to make legal education at Duke a co-operative venture between students and professors. One of the traditions of the Law School is to foster rapport between faculty and students. The present student-faculty ratio at Duke is less than twenty to one, which is one of its greatest assets. The welfare of each student enrolled in the Law School is important to the faculty.

The Students. Students at Duke come from colleges and universities throughout the United States, creating a diverse student body with varied backgrounds and interests. They have achieved outstanding undergraduate records before beginning their study of law at Duke. Minority group students and women are especially encouraged to apply for admission.

Purposes

The primary goals of the Duke Law School are instruction, research, and public service. The fundamental aims of the School set forth in the early 1900s are still relevant:

The Duke Law School strives to give such training in the fundamental principles of law as is necessary to a right and successful practice of the profession in the commonwealths of this nation; to awaken in young students of law faith in, and admiration for, the profession; to develop in them a lively sense of honor and justice; and to fit them in moral character for the delicate duties which belong to this ancient and noble profession.

The profession of law affords varied careers, and Duke Law School provides thorough preparation for specialization in any branch of the law. A number of Law School graduates have chosen to engage in private practice in firms of different sizes, in metropolitan centers and small towns, representing clients—wealthy and poor, corporate and individual, public and private. Other graduates have selected public service careers, advising and representing



governmental agencies at federal, state, and local levels. Other Duke Law School graduates have excelled in business, education, and other fields.

American law has expanded and changed at a rapid pace in this century and the rate of change will not diminish. Law careers in the future promise to be even more varied. As the national scene changes the Law School, too, will change in order to educate lawyers capable of structuring and implementing the legal institutions of the future.

Methods

A law school of the size of Duke is particularly well-adapted to the use of the case method, the teaching of actual and hypothetical cases by Socratic discussion between students and instructors. Most first-year courses and many courses for upperclassmen are taught by this method. Other courses utilize problems, lectures, and discussion where appropriate.

Every student at Duke undertakes one course in the first year in a section in which approximately twenty-five students are enrolled. In this section the student has the opportunity of frequent recitation and discussion. Attached to each "small section" is a research and writing component which enables a student to develop basic skills in legal research and writing under the supervision of a member of the faculty who has the responsibility of reading and commenting upon a series of written assignments.

The Law School seeks to have the student acquire knowledge and comprehension not only of legal doctrine, but of judicial process and of the social, economic, and political problems with which law and lawyers must deal. The method of instruction employed compels analysis of judicial opinions and inquiry into the nonlegal as well as the legal considerations which underlie them. In appropriate courses, special consideration is given to the work of legislative and administrative agencies of government. In recognition of the increasing importance of the role of the lawyer in representing private interests before government agencies and in government service, a broad program is offered in the public law field. Opportunity for creative student work is provided by seminar courses and supervised individual study and research. Courses and seminars dealing with consumer protection, race and sex discrimination, civil rights, criminal procedure, land use planning, and the environment bring the student into contact with major problems facing the country today.

A carefully integrated series of courses is designed to give students actual experience in the work of lawyers. Legal research and writing, and moot court work and procedure in the first year are followed in the second and third years by courses, seminars, and cocurricular activities emphasizing trial techniques, legal planning and drafting, professional responsibility, and the development of varied skills and approaches. A student bar association affords a means whereby the student may become acquainted with the professional organizations through which a lawyer may and should contribute to the well-being of the profession.

Resources for Study

The Law Building. The present Law School building was completed and occupied in September, 1962. Located just off the Gothic core of the West Campus, the building is of modified Georgian architecture. It reflects a notable characteristic of the School—a high ratio of facilities to students admitted. Despite long-range plans to keep the student body moderate in size, the general spaciousness, number of classrooms and seminar rooms, seating capacity in the library reading room, library stack spaces, student carrels, student lockers, student lounge areas, faculty offices, quarters for legal publications, special quarters for institutional studies, and the courtroom are of proportions ordinarily associated with a far larger student body. The building consists of a classroom wing and a library and administrative wing, with faculty offices and student activities in both areas.

Law Library. Students who decide to study and practice law should be aware that many working hours throughout their careers will be spent in law

libraries. There they will study and research relevant points of law, write briefs and memoranda, draft pleadings and documents, prepare legal arguments, and do much of their professional thinking.

Modern legal research is a formidable task requiring knowledge of legal literature and skill in its application. It is for this reason that law libraries perform such an important function in the process of legal education. In addition to being repositories of legal materials, they are the testing grounds for the intensive and highly competitive education of law students.

The Law Library of Duke University is designed for the express purpose of lending optimum support to the advancement of an outstanding legal education. Through a careful application of its many facilities, including one of the largest collections of legal materials in the United States, the library encourages every student to make full use of its resources for study requirements as well as independent research.

The efforts of the Law Library to provide maximum service are reflected in the long hours of daily operation, accessible stack areas, a continuous reference service, and maintenance of an excellent reserve collection. Space within the library is sufficient to accommodate the entire student body at one time.

During the last fifty years, the Law Library collection has grown from less than 4,000 to approximately 201,000 volumes, in addition to large numbers of pamphlets, documents, and microforms. LEXIS, the computerized legal research system, is available for student use.

The main core of the collection consists of substantially all reported decisions of the federal, state, and territorial courts of the United States and the courts of Great Britain and other Commonwealth countries. It includes also the constitutions, codes, statutes, and subsidiary legislative publications of all of these jurisdictions, as well as many digests, indices, bibliographies, and other tools for effective research into every legal system in the English language. A large section of the library collection is devoted to treatises on all phases of law and legal science, supplemented by works in the fields of history, economics, government, and other social and behavioral sciences relevant to legal research. There are special collections in foreign law, international law, and international





business law. Selected documents and pamphlet materials are kept on file. The library maintains complete subscriptions to most current legal periodicals of general interest printed in the English language, many nonlegal periodicals, and many major legal periodicals published in foreign languages.

The Law Library is supplemented by the Perkins Library with its general collection of over two million volumes, including works on law and related subjects, and its special collection of domestic and international documents.

The Law Library is an autonomous unit of the University library system; the administrators are directly responsible to the Dean of the Law School. It is staffed by the Law Librarian, a member of the faculty, who is assisted by a staff of specialists.

The Rule of Law Research Center. In the fall of 1958, the Duke Law School established its Rule of Law Research Center with Professor Arthur Larson as its director.

The principal activity of the center during the sixties was research and publication on questions of law and international organization bearing on security, peace, disarmament, and world order. More recently, its efforts have also concentrated on race relations, population problems, and employment discrimination.

Facilities for the Handicapped. Duke Law School has anticipated many difficulties which might impede the work of otherwise qualified handicapped law students. Special parking spaces immediately in front of the Law School can be arranged. Inside and outside ramps have been constructed to facilitate access by students in wheelchairs. In addition, there is an elevator in the building.

Blind students are guided between classes by voluntary student guides. Similar provisions will be made as necessary for other handicapped students admitted to the Law School.

Publications

Law and Contemporary Problems. For forty-three years the Law School has published the faculty-edited quarterly, *Law and Contemporary Problems*. The journal is distinctive among professional legal publications in both its format and content. Each issue is devoted to a symposium on a particular topic of contemporary interest. These topics are approached from an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines and public officials. Recent symposia have dealt with such diverse topics as Children and the Law, Federal Taxation and Charitable Organizations, The American Indian and the Law, and Presidential Power. In the near future, symposia will be devoted to such topics as Criminal Process in the Seventies, Valuing Lives, Reweaving the Corporate Veil, and Growth Policy.

The quarterly, currently under the editorial direction of an interdisciplinary faculty advisory committee, is widely distributed, and its subscribers include general university libraries, governmental agencies, and foreign educational institutions, as well as the more traditional law libraries and law firms. Through arrangements with commercial publishers, selected issues of the journal are reprinted for general book trade distribution. Students at the Law School are employed as editorial assistants.

Duke Law Journal. The *Duke Law Journal* is a student-edited publication printed six times a year. It contains about 1,300 pages, one half of which are written by members of the *Journal*. The rest of the articles are submitted by practicing attorneys, professors, and judges. All material is edited by an executive committee of ten student editors who are members of the third-year class.

Second- and third-year law students are eligible to join the *Journal*, and membership on the staff is by invitation. About 60 percent of the staff members are invited to join because of their academic performances during the first year of law school. The other members of the staff are selected on the basis of their demonstrated ability to write about legal topics. The students can participate in the Contributor Program writing competition or in the Voluntary Writing Program to demonstrate their writing skills. After one year, staff members become members of the Editorial Board.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. Inquiries concerning the University's responsibility may be directed to the Director of Equal Opportunity.

Program Information





Juris Doctor Degree

Upon favorable recommendation of the faculty, the degree of Juris Doctor (J.D.) will be conferred upon students who have successfully completed six semesters of law study in residence at Duke. Two semesters of law study undertaken at another accredited American law school may be counted toward the required total if the final two semesters (exclusive of a summer session) and a minimum of 54 semester hours of law study are undertaken at Duke. Students are not permitted to accelerate graduation by attending summer school.

Students shall have successfully completed six semesters of law study if, during a minimum of ninety academic weeks, they have fulfilled the following requirements:

1. A passing grade in courses aggregating 84 semester hours;
2. A grade not requiring repetition in every required course; and
3. A grade point average of at least 1.80 on a 4.0 scale and be in good standing under the rules defining probationary status (see page 34).

Bachelor of Laws Degree

Upon favorable recommendation of the faculty, the degree of Bachelor of Laws (LL.B.) will be conferred upon students who have successfully completed all of the requirements listed above as necessary for the Juris Doctor degree but who do not possess a baccalaureate degree prior to completion of the program of study for the Juris Doctor degree.

Joint Degrees

Combined Medical-Law Degree. The School of Medicine and the School of Law of Duke University jointly sponsor a program of combined medical and legal education. The program provides an opportunity to acquire a full basic education in both medicine and law during a six-year course of integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.D. and the J.D. degrees.

The Duke M.D.-J.D. program seeks to develop a professional who is well-grounded both in law and medicine and who can function in areas of overlap between the two disciplines. Although the traditional meeting ground between law and medicine has been in the courtroom in connection with personal injury and malpractice litigation, entirely new areas of medical-legal interaction have developed in recent years. The program emphasizes legislative and regulatory developments concerning the practice of medicine, the role of law in structuring health care delivery systems, and in defining the rights and responsibilities of the participants.

Specific matters which M.D.-J.D. graduates might address include rehabilitative problems in criminal law, the "right to treatment" of persons involuntarily hospitalized for mental disorders, developments in the regulation of the medical and allied health professions, governmental provision of health insurance for the aged and care for the indigent, the regulation of the drug

industry, changing attitudes on abortion and contraception, human experimentation, artificial organs and transplants, and genetic manipulation. These and other areas are undergoing rapid development in which new legal insights must be provided.

It is considered likely that most graduates of the program will take a medical internship before electing a career as either a physician or a lawyer, using the alternate professional training as a useful adjunct in the specialty selected.

The program reflects the belief that promising career opportunities will be available to graduates, especially in governmental agencies and in universities. Students interested in this program should be cautioned that in the past the possession of the two degrees has not been an automatic key to professional success, and that as a result many knowledgeable persons may regard the M.D.-J.D. graduate with skepticism. Nevertheless, the need for this dual profession has only recently made itself clearly felt, and the kind of integrated study program being offered, with the emphases noted above, has not been available. The merits of the program and prospects of its graduates must be judged in light of these developments.

A student in the M.D.-J.D. program usually begins a six-year course of study in the School of Medicine. As in the regular M.D. program, the first year is devoted to the basic medical sciences and the second year to the basic clinical disciplines. At this point the student usually enters the School of Law, where the first-year curriculum is the same as that of other law students. During the next two years the student may select courses in the Law School which are of special application to medical-legal interests. The sixth and final year is spent in elective clinical work in the Medical School tailored to the student's specialized needs. In addition, the student completes eighteen semester hours, or two summer sessions, of elective basic science work.

Throughout the six-year program the student will have available the counsel of faculty members of the two schools to help in the selection of courses and in the definition of career objectives.

The usual loan and scholarship resources of the respective professional schools are available to students while they are enrolled. The program is of such a nature that students might find it possible to obtain support from special sources for their education in this field. The University will assist in seeking out such funds and will support students in their applications. At the present time, no special financial aid is available to the students enrolled in the M.D.-J.D. program.

Combined Master of Business Administration-Law Degree. The School of Law and the Graduate School of Business Administration of Duke University have established a combined program of studies in law and graduate level business administration. The aim of the program is to provide a small number of selected individuals with the opportunity to acquire an education in both law and business administration in a four-year course of closely integrated study in the two fields. Upon satisfactory completion of the required course of study, candidates will be awarded both the M.B.A. and the J.D. degrees.

The student in the M.B.A.-J.D. program will begin the first-year course of study in either the Graduate School of Business or the School of Law. If the student begins in the Law School, the first-year curriculum will be the same as that of other law students; if the student begins in the Graduate School of Business Administration, the first-year curriculum will be the same as that of other graduate business students. The student's second year will consist of taking the full first-year program of the other school. In the third and fourth years of the program the student will take a mix of courses in the two schools. Throughout the four-year program, the student will have available the counsel of faculty

members of the two schools to aid in the selection of courses and in the definition of career objectives.

Master of Arts in Public Policy Sciences-Law Degree. The joint degree program in law and public policy sciences provides an opportunity for students to acquire decision-making skills and substantive policy knowledge which would be useful in either a career or as a citizen dealing with problems of the public sector. The combined program requires four academic years and one internship summer to complete, of which the first academic year is spent exclusively in the Law School, the second exclusively in the Institute of Policy Sciences, and the third and fourth years mainly in the Law School, but with one public policy sciences course each semester.

To succeed in the program, a student must have quantitative skills to analyze public policy problems. No specific background is required, although students who have taken calculus, advanced statistics courses, and advanced economics courses will have a considerable advantage.

In addition to the required methods and theory courses, a joint degree candidate must select a substantive policy area in which to concentrate. Among the fields in which concentrations are available at the present time are the following: the administration of justice, communications policy, health policy, and educational policy. Other concentrations are also possible. Course descriptions appear on page 57.

Combined Master of Health Administration-Law Degree. The growing importance of law as a major factor in both development of health policy and administration of health services has attracted increased attention to familiarizing administrators with law and legal processes. To prepare those persons who have an especially strong interest in health as well as law, this program provides integrated training in both health administration and law. A student will complete the first three semesters (twelve months) of the basic M.H.A. program, followed by the first year of law school. During the third and fourth years, the candidate will complete the law school curriculum, including two electives approved by the department and ten hours of M.H.A. course work. In the law school curriculum the student will be encouraged to emphasize courses relating to public law and administration. Opportunities for special activities in health law will be made available to the student by the department over the course of the program.

The usual length of this program is four years, and upon satisfactory completion of all requirements both degrees are awarded to the candidate.

Graduate Study in Law

The law faculty has the authority to recommend that the University confer three separate graduate degrees: the degree of Master of Laws (LL.M.), the degree of Master of Comparative Law (M.C.L.), and the degree of Doctor of Juridical Science (S.J.D.). The number of candidates accepted for study in any of these degree programs is extremely limited. No systematic or formal program of graduate instruction exists at Duke Law School. An applicant will be accepted for graduate study only if a faculty member indicates willingness to supervise the work of the student, if the student does not require financial assistance, and if the student has achieved a superior academic record in undergraduate law studies. The course load, the program of instruction, and all other requirements for the degree will be determined by the Dean and the involved faculty member, subject to the approval of the entire faculty. Any candidate interested in obtaining one of the three graduate degrees of law at Duke should have formulated a specific research project prior to applying.

Admissions





General Information

The admissions process for the typical law school applicant is at best time-consuming and lengthy. It occasionally creates severe anxiety. The Admissions Committee is aware of the difficulties and uncertainties faced by applicants. Consequently, it is our goal to treat each applicant with fairness and candor. The following description of the admissions process at Duke is presented with that object in mind.

The Admissions Committee receives its authority by delegation from the law faculty and reports to the law faculty. The committee, composed of four law professors and three law students, decides policy questions arising in the admissions process. Student members of the committee, however, do not review individual files. All individual applications are reviewed by the Assistant Dean, who directs the Admissions Office. Admissions Committee policy permits her to accept students falling in certain narrowly defined categories and to reject others falling below acceptable standards.

At Duke, as at many law schools, the three most important admissions criteria, in the order of their importance, are the Law School Admission Test (LSAT) score, the undergraduate grade point average (GPA), and the undergraduate institution attended. Every two years validity studies are conducted by the Educational Testing Service to review the predictive value of these criteria at Duke Law School. More specific statistical studies concerning a variety of admissions topics are conducted periodically in the Admissions Office at Duke.

Although reliance on purely academic criteria is appropriate in making some decisions, particularly those involving candidates either clearly admissible or clearly inadmissible, the majority of applications fall between these extremes and are reviewed by the four faculty members of the Committee. For these applications, the committee will give careful consideration to more subjective factors such as proven capacity for leadership, dedication to community service, excellence in a particular field, motivation, graduate study in another discipline, work experience, extracurricular activities, and personal and character information provided in letters of recommendation. Also, in interpreting the applicant's GPA, it is often necessary to make judgments regarding the strength of the curriculum taken and the significance of class rank or the progression of grades.

Although no quotas of any kind are employed in the admissions process, the School does make a conscious effort to achieve a broad diversity in each entering class in terms of general background, geography, and undergraduate institutions represented. An individual student may be selected not only for marked potential for academic success, but also because application materials indicate that unique personal qualities or talents can be brought to Duke which will enhance the overall diversity of the entering class.

Duke has a faculty-initiated affirmative action plan for minority admissions, and special care is taken in evaluating applications from members of minority groups who traditionally have not been well represented in the legal profession. On occasion, special consideration is given to children of alumni of Duke University who are qualified to do acceptable work. Female applicants are evaluated according to the same standards as male applicants, and applications from women are encouraged.

Each student admitted to the School is required to take in each semester courses aggregating not less than twelve and not more than sixteen hours. However, the School on occasion has permitted some students to undertake a reduced course schedule where demands of a family have suggested that such a procedure would be appropriate.

Duke has no formal deadline for the submission of applications. However, it is strongly recommended that applications be filed between September 1 and December 1. If the admissions application has been completed before December 1, the applicant ordinarily will receive an answer from the Admissions Office no later than March 15. Applications completed after December 1, or deferred from the first decision period, will usually receive notification of action about May 15. Only in rare cases will offers be extended prior to February 1 or after May 15. Each applicant extended an offer of admission will be given at least three calendar weeks to respond. No applicant who receives an offer of admission will be required to make a final decision on the offer prior to April 1. After May 15, a waiting list is normally established and held open until a few days prior to fall semester registration. Offers are extended to applicants on the waiting list only as withdrawals occur.

Whether an applicant has applied for a scholarship or for loan assistance will in no way affect the admission decision of the Law School. Students who need financial aid to help finance their legal education will be considered for such funds only after the admission decision has been made. An attempt will be made to inform all scholarship applicants of both the admission and the scholarship decisions at the same time, although some decisions concerning scholarship grants will be made later than admission decisions. Since Duke does not have the resources required to provide scholarship or loan assistance to all qualified students who are in need, those applicants who complete the admissions application and the scholarship or loan assistance application earlier will have a better chance of obtaining some assistance. Therefore, applicants for scholarships or loan assistance are strongly encouraged to file their financial aid applications (including the GAPSFAS) at the same time they file their applications for admission.

For both more detailed and more general information on law school admission, prospective applicants are advised to consult the most current issue of the *Prelaw Handbook*, published annually in October by the Law School Admission Council and the Association of American Law Schools. It includes material on the law and lawyers, the study of law, prelaw preparation, and applying to law school, together with individualized information on most American law schools. The *Prelaw Handbook* may be obtained at college bookstores or ordered from the Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Juris Doctor Degree

First-year students may enter only at the beginning of the fall semester. Students who have completed the first year of law study at Duke or any other law school approved by the Association of American Law Schools may enter at the beginning of any semester. Duke Law School is a full-time day school only.

An application for admission to Duke Law School as a candidate for the degree of Juris Doctor may be submitted by any person who is a graduate of an approved college. Applicants will be considered without regard to sex, race, creed, religion, or national origin, except that special attention is accorded to minority group applicants pursuant to the commitment of the Law School to affirmative action.

Combined Course Program

Undergraduate students at Duke University who have completed three years of study and whose entire college records show exceptional academic achievement may apply to their college for permission to participate in a combined course program wherein the first year of law study is credited toward the completion of requirements for the undergraduate degree. After receiving the undergraduate degree and the successful completion of four additional semesters of law study, a student in the combined course program will receive the degree of Juris Doctor (J.D.).

Very few applicants are admitted before receiving the baccalaureate degree. Students considering entrance before obtaining this degree should consult the rules of the Board of Bar Examiners in the state in which they plan to practice law for regulations which may relate to this program.

Bachelor of Laws Degree

Applications may be submitted by candidates without a prior baccalaureate degree if they have completed in a college of approved standing work equivalent in number of units to three-fourths of that required for graduation and whose entire college records show exceptional academic achievement. Graduates who have been admitted under this provision will be candidates for the degree of Bachelor of Laws (LL.B.).

Advanced Standing

Any person who has complied with the requirements for admission set forth in this *Bulletin* prior to the commencement of law study, who presents evidence of the satisfactory completion of one year of study at any law school which is a member of the Association of American Law Schools, and who is eligible for readmission to that law school may apply for admission to Duke Law School with advanced standing. Provisional credit for courses so completed will be given, with final credit contingent upon the completion of at least two academic years of law study at Duke Law School with satisfactory grades. Adjustment of credit for work done in other law schools is made by the Dean.

Joint Degree Programs

M.D.-J.D. Program. Applicants for the M.D.-J.D. program must qualify for admission to both the School of Medicine and the School of Law. In addition, endorsement by the M.D.-J.D. Committee is required for participation in the

program. Because of the special intellectual demands involved in mastering two professions, high standards will be applied in admitting students to the program. It is anticipated that enrollment will be limited; probably no more than three students will be accepted in any one year. Due to the closely integrated nature of the program, transfer students are not considered. Independent pursuit of separate degrees is recommended for those currently enrolled in M.D. or J.D. programs.

Applications for the School of Medicine may be obtained by writing to the Associate Director for Admissions, School of Medicine, Duke University, Durham, North Carolina 27710. At the time of submitting the applications to the respective schools, simultaneous application must also be made to the M.D.-J.D. program by writing Robert J. Sullivan, Jr., M.D., Director, M.D.-J.D. Program, Box 2914, Duke University Medical Center, Durham, North Carolina 27710. A one-page summary of reasons for seeking the combined degree must accompany this letter.

Following receipt of an applicant's letter and summary, the M.D.-J.D. Program Committee will review the applicant's files at the Medical and Law Schools. Eligible individuals will be requested to come to Duke University for an interview by the committee. Following review of the available information, committee endorsement will be conferred on the basis of motivation, demonstrated interest, and likely achievement in the fields relevant to the program's concerns. M.D.-J.D. program endorsement will be included with a candidate's other credentials for consideration by the Admission Committees at the respective schools. Admission to both schools with committee endorsement will automatically qualify a student for participation in the program.

Individuals failing to receive endorsement by the M.D.-J.D. Program Committee are assured that their respective applications to the Schools of Law and Medicine will proceed independently and be judged by the normal admission procedures for each school. Admission to one or both schools may be achieved by the student, and a course of training may be pursued independently from the combined program outlined in this *Bulletin*.

M.D.-J.D. Program Committee endorsement, although reserved for highly qualified individuals, will not automatically lead to admission to either professional school. Individuals receiving admission to only one of the professional schools, while not participating in the M.D.-J.D. program, may still achieve similar career preparation through participation in elective programs within the individual school as exemplified by the policy sciences curriculum in the School of Medicine or similar electives in the School of Law. Although a joint degree is not received, special skills can be developed and career opportunities realized through such alternate programs.

Deadlines for application to the program are as follows: May—at the end of the junior year, take Medical College Admission Test (MCAT). June—at the end of the junior year, take Law School Admission Test (LSAT). July—between junior and senior years, write to Law and Medical Schools for application forms. August—complete the Medical School application and check the box indicating "M.D.-J.D. Program" and submit on August 1. Simultaneously, send a letter to the M.D.-J.D. Program Committee along with the one-page summary of reasons for interest in a joint degree. September—complete the application form for the School of Law, being sure to indicate interest in the M.D.-J.D. program in the area designated "Joint Degree Program."

Because of the complexity of the admission procedure outlined above, candidates are urged to give early attention to appropriate deadlines for the aptitude tests and application forms. This will assure adequate time for consideration by the M.D.-J.D. committee and that those failing to receive committee endorse-



ment will be considered for admission to the individual professional schools as regular applicants.

M.B.A.-J.D. Program. Applicants for the M.B.A.-J.D. program must qualify for admission to both the Graduate School of Business Administration and the School of Law. In addition, they must apply specifically for admission to the M.B.A.-J.D. program. It is anticipated that enrollment in the program will be limited. For information on the Graduate School of Business Administration, the prospective applicant should write Admissions Office, 127 Social Science Building, Graduate School of Business Administration, Duke Station, Durham, North Carolina 27706.

A.M. in Public Policy Sciences-J.D. Program. Applicants for the A.M. in Public Policy Sciences-J.D. program must qualify for admission to both the Institute of Policy Sciences and Public Affairs and the School of Law. Also, applicants must specify on each application that they are applying for the A.M. in Public Policy Sciences-J.D. program. It is anticipated that enrollment in the program will be limited. For information on the Institute of Policy Sciences and Public Affairs, the prospective student should write the Institute of Policy Sciences and Public Affairs, Box 4875, Duke Station, Durham, North Carolina 27706.

M.H.A.-J.D. Program. Applicants for the M.H.A.-J.D. program must qualify for admission to both the Department of Health Administration and the School of Law. For information on the Department of Health Administration, the prospective student should write the Department of Health Administration, Box 3018, Duke University Medical Center, Durham, North Carolina 27710.

Admission Procedures

Application must be made on the prescribed Law School forms which are available upon request. A nonrefundable fee of \$25 is charged for processing an application and a check or money order for this amount should accompany the application. This application fee is not waivable except in cases of extreme personal hardship. No applicant will be accepted until all required documents are on file. These documents are:

1. The application itself, to which a recent personal photograph must be attached.
2. Transcripts of all college and graduate academic records submitted through the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540.
3. A report of the applicant's score on the Law School Admission Test (LSAT) administered by the Educational Testing Service. The LSAT is given periodically at examination centers conveniently located throughout the United States and at special foreign centers. Testing dates in the summer and fall of the applicant's final year of undergraduate study are strongly preferred. LSAT scores that are no more than four years old will be considered valid. Application forms and information should be procured by writing directly to: Law School Admission Test, Educational Testing Service, Box 944, Princeton, New Jersey 08540.



4. Two completed reference forms, one of which should be written by an appropriate academic dean at the undergraduate school last attended. A statement of the applicant's rank in class will be helpful. It is suggested that the other reference form be submitted by an instructor who has personal knowledge of the academic performance and potential of the applicant. References should be requested to return their forms directly to the Admissions Office, Duke University School of Law, Durham, North Carolina 27706.

Ordinarily, the Law School conditionally accepts or rejects an applicant on the basis of a transcript showing college work through the junior year. Final action is taken in the light of further supplemental transcripts showing all of the college work required for admission to the Law School. A conditionally accepted applicant has been rejected later on the basis of the completed transcript in only a few cases in the history of the School. Personal interviews are not required. However, a visit to the Law School and an interview will be arranged if requested by the applicant.

Opinions differ concerning whether preparation for the LSAT is likely to improve an applicant's score. Experience at Duke suggests that careful preparation may improve the scores of some applicants.

Each applicant extended an offer of admission will be given three calendar weeks to respond. In fairness to applicants who have also filed applications with other schools, Duke will in no event impose an earlier deadline than April 1 for response to offers. A deposit fee of \$100 must be paid at the time the applicant accepts an offer of admission. This deposit fee is nonrefundable and will be applied to the tuition charge for the first semester of law study.

Reactivating Admission Files

If applicants have applied for admission in a previous year and were not extended an offer of admission or chose not to enter during that academic year, they may request that their files be reactivated for consideration by the Admissions Committee. A nonrefundable fee of \$25 is charged for processing the application and a check or money order for this amount must accompany the request for reactivation of the file. The applicant must also reregister with the Law School Data Assembly Service (LSDAS), Educational Testing Service, Box 944, Princeton, New Jersey 08540.

Deferred Acceptance

The Duke University School of Law does not usually defer acceptances. It will usually be necessary for applicants to request that their files be reactivated in the fall prior to the year in which enrollment is desired if they do not enter in the fall of the year in which an offer of admission was extended. The decision by an applicant not to accept an offer of admission will in no way adversely affect a future admission decision.

Pass-Fail Transcripts

A special word of caution should be extended to applicants concerning undergraduate pass-fail courses. The Admissions Committee has had occasion in recent years to consider transcripts consisting of predominantly pass-fail grades. Only a minute percentage of those considered were admitted. It is fair to state that a student's chances of admission are inversely proportional to the percentage of such grades appearing on the transcript.

Financial Information





Tuition

The cost of providing a legal education of the quality offered by the Duke Law School is high and has been steadily increasing. Tuition provides only a part of the funds necessary, with the remainder provided by income from endowment, grant, and gift support of alumni and friends.

Tuition at Duke is due and payable not later than the day of registration for a particular semester. For the academic year 1977-1978, tuition will be \$3,530 (\$1,765 per semester). In addition, a compulsory Student Health Fee in the amount of \$43 per semester will be charged. Incoming students should be aware that tuition will probably rise annually during their course of study.

Tuition Refund Policy. Tuition refunds are governed by the following policy:

1. In the event of death or a call to active duty in the armed services, a full tuition refund is granted.
2. In all other cases of withdrawal, students or their parents may elect to have tuition charges refunded or carried forward as a credit for later study, according to the following schedule:
 - a. Withdrawal before the beginning of classes: full refund.
 - b. Withdrawal during the first or second week of classes: 80 percent.
 - c. Withdrawal during the third through fifth week: 60 percent.
 - d. Withdrawal during the sixth week: 20 percent.
 - e. No refunds after the sixth week.
 - f. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

General Expenses

Applicants should be aware that the following general expense estimates were compiled in the spring of 1977, and appropriate revisions may be necessary to reflect inflationary increases. It should also be recognized that the expenses of a Duke law student may vary considerably according to the style of living assumed, travel distance, and size of family, if any. With the above cautionary statements in mind, the following are the best estimates as to total living costs for a nine-month academic year: \$6,500-\$7,200 for single students; \$8,600-\$9,400 for married students; and \$10,500-\$11,100 for married students with one child. Included in the above living cost estimates are present expense levels for tuition, lodging, board, books (\$225-\$300 if purchased new), supplies, transportation, and personal effects. Applicants for loans and scholarships should expect that their proposed budget figures will be examined carefully with the expectation that these figures will fall in the lower ranges of the above estimated expenses.

Housing

Trent Drive Hall. Trent Drive Hall is available to men and women enrolled in the Law School. This facility is adequate and convenient, but is somewhat limited in single rooms and private baths. The limited number of single rooms, located in the men's section only, are usually reserved by previous occupants for the following academic year. Other rooms are designed for double and triple occupancy.

Each double room is equipped with the following furnishings for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving. An additional occasional chair is placed in each double room. Each room has two large closets with storage space for hand luggage. Linens, curtains, rugs, desk lamps, and other small furnishings must be supplied by the students. Coin-operated washing machines and dryers are available, as are laundry lockers. The Student Linen Rental Service is also available. Rental charges per person for the academic year 1977-1978 will be:

Single room	\$752
Double room	\$568
Temporary single as double	\$437
Temporary double as triple	\$437
Private baths (to be divided among users)	\$ 60

Town House Apartments. Town House Apartments, located in the Central Campus area, is a 32-unit complex which Duke purchased a number of years ago from a private developer. These apartments are more spacious than the apartments found on campus or in Durham. Because of their location away from the academic facilities of the campuses, students find these apartments offer a change from normal campus life and activities. Normally these units are reserved for single graduate and professional school students during the academic year. These apartments are available for continuous occupancy, summer months included. A swimming pool is available in the late spring and summer.

Sixteen two-bedroom apartments are furnished for occupancy by two single graduate students. The remaining units are furnished for three students. Each air-conditioned apartment includes a living room, master bedroom, bath and a half, a single bedroom, and an all-electric kitchen with a dining area. Spacious closets and storage space are provided within each apartment. Duke University provides all maintenance services.

Occupants must arrange and pay for electricity, gas, and telephone service with the local utility companies. Deposits are required by the General Telephone Company of the Southeast. Rental charges per person for the academic year 1977-1978 will be: two bedrooms, two students, \$1,054; two bedrooms, three students, \$739.

Central Campus Apartments. During 1974, Duke University opened units in a 500-unit apartment complex. Apartments are available for single and married students attending the graduate and professional schools, undergraduate colleges, and the various allied health courses of the Medical Center. These units are available throughout the calendar year for continuous occupancy.

For single graduate and professional school students, one-bedroom and three-bedroom apartments are fully furnished; no furnished efficiencies are available. It is expected that many more applications will be received for efficiencies than can be accommodated; therefore, the chance of obtaining one of these units is remote. The apartments are furnished and equipped in such a way as to provide economy and convenience to the single student. Bedroom furniture

includes a bed and chest for each occupant. Study desks are not provided. Laundry lockers are available.

Rental charges per person, including utilities (except phones), are as follows:

Efficiency	\$1,604
One bedroom, two students	\$1,024
Two bedrooms, two students	\$1,254
Two bedrooms, three students	Not available
Three bedrooms, three students	\$1,065

Married students may apply for an apartment in Central Campus Apartments. Efficiency apartments are available to married students without children. A few one-bedroom apartments are available to married students without children or with not more than one child who must be under four years old at the time of occupancy. Two-bedroom apartments are available to married students without children or not more than two children. Three-bedroom apartments are available to married students without children or not more than four children. In unusual circumstances, the Manager of Apartments and Property may make exceptions. The University authorizes married students to occupy units in Central Campus Apartments with members of their immediate families only.

Monthly rental charges, including all utilities (except phones), for the academic year 1977-1978 will be:

	<i>Less than</i>	<i>Twelve-Month Lease</i>	<i>Twelve-Month Lease</i>
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Efficiency	\$180	\$180
One bedroom (unfurnished)	\$174	\$202
One bedroom (furnished)	\$208	\$220
Two bedroom (unfurnished)	\$234	\$256
Two bedroom (partially furnished)	\$256	\$272
Three bedroom (unfurnished)	\$272	\$286
Three bedroom (partially furnished)	\$294	\$302

Condition of twelve-month lease: the applicant signs a lease stipulating that the lease will be cancelled only on official withdrawal from the University, or that should the lease be cancelled for any other reason, rents at the regular published rates (less than twelve-month rate) will become applicable from the first day of the lease through the last month in which the occupancy terminates.

Modular Homes. The University owns six modular homes which are located near Town House Apartments. They are reserved for single undergraduate and graduate or professional school students and offer more privacy than apartments. These three-bedroom homes are equipped for three-person occupancy and have proved to be very popular. They are usually reserved by students who have occupied other University accommodations during the previous academic year. Students arrange for and pay the cost of utilities. Rental charges per person for the academic year 1977-1978 will be: three bedrooms, three students, \$851.

Living in the Durham Community. Students who desire to live in Durham in privately owned rooms, apartments, or houses should begin their search for housing as soon as possible by writing to private realtors to learn of available apartments, rates, and how to obtain applications. There is usually no problem in finding an apartment in a complex; however, duplexes are usually more difficult to find. Many realtors offer short-term leases or academic year leases for students. During the summer, an off-campus housing assistant is available to help students in obtaining housing in the Durham area. The Office of the Manager of



Apartments and Property maintains a listing of available accommodations in the Durham area. It is not feasible to mail these listings since they change almost daily. Students are urged to visit the campus and check these listings during office hours. Off-campus rental property is not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Further information on housing can be obtained from: Manager of Apartments and Property, Department of Housing Management, Duke University, Durham, North Carolina 27706.

Application and Residential Fees. Each student accepted into a graduate or professional school of the University will be provided with a form on which to indicate housing needs. This form will be sent to the Department of Housing Management which will provide more detailed information about rates and rental apartments.

Residential Deposits. A residential deposit of \$50 must accompany all application forms for housing at Duke University. This deposit is held throughout the term of the original occupancy and subsequent renewal. This deposit is refunded if a cancellation of a reservation is received by the Department of Housing Management on or before July 15, 1977, for fall semester reservation and on or before December 31, 1977, for cancellation of the spring semester reservation. Other information pertaining to deposit refunds will be contained on the receipt which will be mailed by the Department of Housing Management.

Students must make payment for their fall semester housing fees prior to occupancy of their assigned space. Housing fees for the spring semester must be paid by January 8, 1978.

Prepayment of Housing Fees. In addition to residential deposits, students currently residing in University Housing facilities and desiring to reserve accommodations for the next academic year or a lesser period must pay a \$50 prepayment of housing fees to the Office of the Bursar. The Bursar's receipt must be presented to the Department of Housing Management at the time the application is made. The prepayment is applied to fall semester or the first month's rent, as appropriate. This prepayment is refundable if a student withdraws from the University; has an approved leave of absence prior to August 15 and notifies the Department of Housing Management at that time; or cancels the application on or before May 8.

Housing fees for single students are payable in advance by the semester prior to occupancy, unless special arrangements to pay on a different basis are made with the University Bursar. Married students may make monthly payments as required by the terms of their lease.

Additional payments above the academic year rate are required for students who must arrive earlier than the dates established for occupancy or for vacating University housing. These additional charges are based on daily rates on which the academic rates are predicated.

Debts

No records are released and no student is considered by the faculty as a candidate for graduation until all indebtedness is settled with the Bursar. Failure to pay all University charges on or before the times specified by the University for that semester will bar the student from class attendance until the account is settled in full.

Other Fees

Late Registration/Late Payment Fee. Students who register in any semester or pay their fees at a date later than that prescribed are required to pay to the Office of the Bursar a \$25 penalty for late registration or late payment of fees.

Student Health Fee. A student health fee of \$86 (\$43 per semester) is charged to all Duke University students.

Athletic Events Fee. Law students may secure admission to all regularly scheduled University athletic contests held on University grounds during the entire academic year by payment of the athletic fee of \$25 per year plus tax. This fee is payable in the fall semester. Students may also use the facilities of the Duke golf course upon payment of student green fees.

Duke Bar Association. A \$5 fee each semester is due and payable not later than the day of registration for a particular semester. This fee is utilized exclusively to support the activities of the student bar association.

Scholarship Assistance

The Law School recognizes that many meritorious students are unable to pay the full cost of their legal education; therefore, a number of University and endowed scholarships are awarded annually to assist students who merit recognition for past academic performance and who need financial aid. Each year the Law School attempts to develop new sources for scholarship funds. Despite these efforts, Duke does not have the resources required to provide scholarship assistance to all qualified students who are in need. Most students who need financial aid are required to rely heavily on loan funds.

A student seeking scholarship aid should file a financial aid application at the same time as the application for admission. An attempt will be made to inform all scholarship applicants of both the admission and the scholarship decisions at the same time, although some decisions concerning scholarship grants will be made later than admission decisions. Whether an applicant has applied for a scholarship will not affect the admission decision of the Law School. Duke Law School requires all scholarship applicants to utilize the Graduate and Professional School Financial Aid Service (GAPSFAS). Applicants should request information on GAPSFAS by writing Graduate and Professional School Financial Aid Service, Box 2614, Princeton, New Jersey 08540.

University Scholarships. Duke University has established a number of University Scholarships that vary widely in amount. Except for a few that are based purely on merit, University scholarships are awarded only to needy applicants with superior college records and comparable Law School Admission Test scores. Most University scholarships awarded by the Law School cover part of the tuition charge. In cases of exceptional merit and need, a few scholarships may consist of full tuition and a stipend. The more usual form of financial aid for the gifted applicant is a combination of a scholarship and loan. Most of the endowed and University scholarship grants are renewable for second- and third-year students who maintained a 2.7 grade point average on a 4.0 scale in the previous academic year. It is expected that approximately one half of the members of each first-year class will achieve a cumulative grade point average above 2.7 on a 4.0 scale at the conclusion of their first year. Loan assistance is provided in the event that a scholarship is not renewed.





Scholarships for Minority Students. Duke University has established a limited number of scholarships for qualified, needy minority group students. Further information on these awards will be sent upon request.

Phi Alpha Delta Fellowship Program. This fellowship was created by Phi Alpha Delta Law Fraternity for first-year minority students. Applications are not available to chapters until March 1, and the competition commences in late spring. Applicants need not be members. Ten students are selected annually, with each to receive a \$500 fellowship.

Endowed Scholarships. The following endowed scholarships are available to Law School students:

Beard-Rees Scholarship. This scholarship was established by classmates and friends in 1968 to honor the memory of Robert L. Beard and David W. Rees of the Law Class of 1964. The fund is used to assist students of all-round character and potential as a tribute to the high personal standards, professional excellence, and accomplishments of these men.

B. S. Womble Scholarships. The B. S. Womble Scholarship fund has been established by a distinguished Duke alumnus, B. S. Womble, and members of his family. Scholarships are awarded on the basis of moral character, scholastic ability, seriousness of purpose, and leadership potential of the applicant.

Elvin R. Latty Scholarship. Alumni and friends of the Law School established this fund in 1968 as a tribute to the wisdom, foresight, and dedication of Dean Emeritus Latty.

Jenny Ferrara Scholarship. This scholarship was established by Vincent L. Sgrosso of the Class of 1962 in memory of his grandmother. The scholarship is awarded on the basis of need augmented by academic excellence, leadership qualities demonstrated through extracurricular activities, and an earnest interest in pursuing a legal career.

John R. Parkinson Memorial Law Scholarship. This scholarship will be awarded at least biennially to a student whose prelaw achievements indicate a potential for academic excellence while in the Law School and a professional career in which outstanding service to clients and to the profession will be rendered.

Martha Garner Price Fellowship. This fellowship was created by a gift to the Rule of Law Research Center by the children of Ralph Price—the late Clay Price, Julian Price, and Louise (Mrs. Young Smith), in memory of their mother, Martha Garner Price. The purpose of this fellowship is to support advanced research in the field of international organization.

Richard M. Nixon Scholarship. This scholarship was established initially by a gift from the Class of 1937 to honor their classmate, former President Richard M. Nixon. This scholarship will be awarded only to students who show evidence of exceptional potential for leadership.

David H. Siegel Memorial Scholarship. This scholarship was established by Allen G. Siegel of the Law Class of 1960 in memory of his father, who was also an attorney. The scholarship is awarded annually.

William Neal Reynolds Scholarships. These scholarships, named for the brother of R. J. Reynolds and a founder of the R. J. Reynolds Tobacco Company, were created as a result of a grant from the Z. Smith Reynolds Foundation. The fellowships are awarded annually on the bases of academic potential and potential for public leadership.

Neil Blue Memorial Scholarship. A scholarship has been established by the mother of Neil Blue, a student in the Law School at the time of his tragic death in 1971. It will be awarded periodically to students from North Carolina.

Dunspaugh-Dalton Foundation Scholarship. A scholarship has been established as a result of a gift from the Dunspaugh-Dalton Foundation of Miami, Florida. It will be awarded periodically.

Loan Assistance

Students who need loan funds to help finance their legal education will be considered for such funds after admission and scholarship decisions have been made; therefore, when applicants receive an offer of admission they will know the amount and kind of financial assistance available. The appropriate loan application will be sent to the student when a place in the entering class is confirmed, and the financial aid offer is accepted. In no event should applications be filed later than June 1 prior to the beginning of the fall semester and November 15 prior to the beginning of the spring semester.

In addition to filing the Duke financial aid form, applicants for all loans administered or certified by Duke University are required to participate in the Graduate and Professional School Financial Aid Service (GAPSFAS). Information and application material for GAPSFAS can be obtained by writing Educational Testing Service, Box 944, Princeton, New Jersey 08540.

The following loan sources are either administered by Duke University or are available to Duke law students. Approval of any loan application is based on financial need and satisfactory scholastic standing.

National Direct Student Loan Program Loans. Loans are available to Duke law students through the student loan program established under the National Direct Student Loan (NDSL) Program, assuming the continuation of appropriations by the Congress for this purpose. Interest on these loans begins to accrue at 3 percent nine months after the student leaves the Law School, and repayment

usually begins ten months after the student leaves the Law School, with complete repayment scheduled over a period of up to ten years. Duke administers all NDSL loan funds allocated to it under strict federal guidelines dealing with such issues as the amount of parental income, reasonableness of budgets, complete disclosure of assets, and emancipation within the meaning of the applicable federal regulations.

Federally Insured Student Loan Program. The Duke University School of Law Program allows the student to borrow up to \$3,000 per year at a 7 percent interest rate. A student will have a maximum of ten years following graduation or withdrawal from the University to repay the loan. An interest subsidy is available from federal funds for all students who have demonstrated need as determined by federal regulations on the GAPSFAS report. In order to be considered for a Federally Insured Student Loan, the GAPSFAS report must be submitted.

University Loans. Some limited financial assistance is also available in the form of loans from funds held in trust by the University to qualified law students. Interest on these loans, which mature after the student has left the school, accrues from the date of each note at the rate of 1 percent until the student has left the school and for five years thereafter at 3 percent per year, with repayment installments over the five-year period.

Dean's Emergency Loans. Alumni gifts have created a special Dean's Discretionary Fund. In cases of immediate exceptional need, small noninterest-bearing loans are available for short periods to cover students who have temporary financial emergencies.

State Guaranteed Loans. Most states have established guaranteed loan programs for graduate and undergraduate study for their own residents. The terms of such loans, the methods of administration, and the availability of funds vary widely among the various states. The Law School will supply information regarding the appropriate agencies to contact in each state and will also make appropriate certifications in support of the loan applications of individual students applying for state guaranteed loans.

Scholastic Standards





Grading

The Law School utilizes a numerical system of grading based on a 4.0 scale. Although grade distribution will vary from course to course, the normal distribution in an average class with a large enrollment (over forty students) will approximate the following:

Numerical Grade	Percentage
3.5-4.0	10-15
2.7-3.4	35-40
1.8-2.6	40-50
1.3-1.7 }	
1.0-1.2 }	0-10

Ungraded Work

Although the student's work in most courses is evaluated under the grading system described above, there are some course offerings available on a credit/fail basis. These include the following:

1. Courses designated credit/fail by faculty action;
2. Independent study;
3. *Ad Hoc* seminars;
4. Courses taken in other divisions of the University;
5. Summer school courses.

A failing performance will be treated as such and the student will receive a grade of *fail*. Such a grade is considered a failure for the purpose of determining whether a student has failed more than the number of hours permitted for continuation and is averaged as a grade of 1.2 in computing the student's average. It is not counted for purposes of the 84-hour requirement for graduation, but is counted for the purpose of computing residence credits.

Courses in Other Divisions of the University

Second- and third-year students may take courses offered in other divisions of the University upon the condition that the student is engaged simultaneously in at least ten semester hours of courses in the Law School. Credit (limited to a



total of six hours) toward the J.D. degree will be granted for those courses which, in the judgment of the Dean, are related to the student's education in the law. A written request for permission to enroll in a University course outside the Law School must be presented to the Dean. A grade of C (or its equivalent) or better will be recorded as *credit*. Grades which are lower than C but higher than F (or their equivalent) will be recorded as *no credit*. Failing grades will be recorded as a *fail* and averaged as a grade of 1.2 in computing the student's average.

Summer School

Students who wish to attend summer sessions at other law schools must submit a written request to the Dean for permission to do so. The request should state the name of the school and the courses to be taken. A grade of C (or its equivalent) or better will be recorded as *credit*. Grades which are lower than C but higher than F (or their equivalent) will be recorded as *no credit*. Failing grades will be recorded as a *fail* and averaged as a grade of 1.2 in computing the student's average.

Independent Research

Law students in their second and third year of the J.D. program may undertake up to four hours of independent research in any academic year if the research is approved by a faculty member. Research work will be graded on a credit/fail basis. Students undertaking independent research will meet regularly with the faculty member supervising the research in order to ensure contemporaneous discussion, review, and evaluation of the research experience.

Ad Hoc Seminars

A group of five or more students may plan and conduct their own research and seminar program for not more than two semester hours of credit (which shall be considered to be independent research within the meaning of the maximum limitation of four hours of independent research each year). A request to establish such an *ad hoc* seminar should be addressed to the Dean at least two months before the beginning of the semester in which the seminar is proposed and contain an outline of coverage and required readings. The Dean will request a member of the faculty to evaluate the program and recommend whether the proposed program has academic merit. If approved by the Dean, a faculty member will be requested to evaluate the contribution of each participant before awarding credit. A written paper of the kind generally submitted in seminars will be required of each participant. Such seminar work shall be graded on a credit/fail basis.

Monitoring Attendance

Whenever feasible, attendance will be monitored. Students not in regular attendance should be reported to the Dean and, in appropriate cases, denied credit for the course or seminar.

Academic Regulations and Course Requirements

No student is permitted to take fewer than twelve course hours per semester without permission of the Dean. No first-year student may take courses in excess of the first-year program without permission of the dean. Second- and third-year students are not permitted to take for credit more than sixteen course hours per semester, nor may they audit and take for credit more than seventeen course hours per semester without permission of the Dean.

Students will not receive full residence credit if they take for credit fewer than ten hours per semester.

Examinations

A written examination at the conclusion of each course is required. No professor shall assign a paper in lieu of an examination in a course as distinguished from a seminar. A professor may require an examination in a seminar if this intention is announced prior to the beginning of the seminar.

The Honor System

The honor system of the Duke Law School demands the highest standards of academic and professional conduct. It is enforced by a student judicial code.

Rules Concerning Examinations and the Submission of Research Papers

No student may enroll in any course in which a research paper has previously been submitted or the final examination taken, except a student who has failed the course and is required by the instructor to retake it, or who obtains permission of the faculty to do so. The grade received in the second enrollment in the course will be substituted for the first grade received, except that the highest grade for which a student shall be eligible on a retaking of a course is a grade of 2.2.

No credit will be given for any research paper submitted in partial or full completion of the requirements of a course in which a student is enrolled unless the paper is submitted on or before the first day of spring semester classes for a course given in the fall semester, and on or before the last day of the examination period for a course given in the spring semester, or on an earlier date if the faculty member requires it.

Except with the joint permission of the Dean and the faculty member involved, no credit shall be received for any examination taken in partial or full completion of the requirements of a course in which a student is enrolled unless the examination is taken at the time it is regularly scheduled. Such permission shall be granted only in the case of sickness, extreme personal hardship, or a conflict in the scheduling of two or more examinations.

A faculty member may deny a student the right to take an examination in a course and may enter a failing grade for excessive absences or gross unpreparedness.

Rule Concerning the Submission of Grades

All grades for all courses and seminars must be submitted by faculty members on or before the twenty-eighth calendar day following the last day of the regularly scheduled examination period.

Rule Concerning Designation of Incomplete

When a student is granted an authorized extension for completion of required course work, the instructor shall, in lieu of a grade, designate that the student's work is incomplete. Except where an extension is specifically granted for a longer period, a designation of "incomplete" will automatically be changed to a grade of 1.0 after thirty days or the beginning of the student's last semester in residence at the Law School, whichever is earlier.

Eligibility to Continue Law Study

Good Standing. Any student who is eligible to continue the study of law and who is not on probation is in good standing.

Probation. Any first-year student with an overall grade point average between 1.7 and 2.0 and whose failure grades, if any, total not more than eight semester hours shall be placed on probation for the next two semesters.

Any student who in the second year receives failure grades in courses totaling six or more semester hours (but less than a total of ten hours during the second year), or who achieves an average of less than 2.0 in either semester of the second year, shall be placed on probation for the next two semesters. Any student who receives an average of less than 2.0 in the fifth semester shall be placed on

probation for the sixth semester. Any student in the third year who receives failure grades in courses totaling six or more semester hours (but less than a total of ten hours during the two-year period) or who achieves an average of less than 2.0 in the third year, will be required to return for a seventh semester unless the student is relieved of the requirement by the faculty on the basis of a showing of adequate excuse for the third-year performance.

Every student on probation shall be subject to the special supervision of the Dean for the probationary period. The Dean may designate courses to be taken by the student and may require that they be taken on a graded basis. A student on probation shall be ineligible to continue the study of law at this institution if, at the end of the probationary period, the overall average for all work undertaken at the Law School is not 1.8 or higher.

Repetition of First Year. Any first-year student with an overall grade point average of less than 1.7 but not less than 1.6 and who has received failure grades in courses totaling not more than eight semester hours shall be permitted to repeat the first year. At the option of the student, upperclass courses may be substituted for first-year courses in which a grade of 2.0 or higher was achieved. A student repeating the first year shall be eligible to continue the study of law only if a grade point average of not less than 1.8 is achieved for that year. Any student repeating the first year under this rule who achieves an average of 1.8 or higher, but less than 2.0, or achieves an average greater than 2.0 but receives a failure grade in one or more courses, shall be placed on probation and is subject to the provisions of the preceding paragraph.

If the student elects not to repeat the year, an opportunity to withdraw voluntarily from the School shall be given. The student who does not do so shall be declared ineligible to continue the study of law.

Ineligibility to Continue. Any first-year student with an overall grade point average of less than 1.6 or who has failed courses totaling more than eight semester hours of credit shall be ineligible to continue the study of law at Duke. Any student who fails a total of more than ten hours of credit over the course of the second and third years or whose average for the second year is less than 1.7 shall be ineligible to continue the study of law.

Notification of Unsatisfactory Scholastic Standing. The Dean shall inform students who are not in good standing of their status, the requirements which must be met to continue to be eligible for the study of law at this institution, and the requirements that must be satisfied to be eligible for graduation.

Registration and Regulations





Registration

All students are required to register on the dates prescribed in the Law School Calendar, at which time class schedules and course cards must be completed and approved. A student's registration for any semester is not complete until all indebtedness is settled with the Office of the Bursar. Students are not eligible to attend classes or make use of University facilities if they have any outstanding debt to the University.

Students may alter their registration by adding or dropping courses any time during the first two weeks of a semester, except that in a seminar in which enrollment has been limited by the instructor's designation, no withdrawals from the seminar will be permitted after the first week.

Bar Examination and Requirements

Many states now require that students, prior to or shortly after beginning the study of law, register with the Board of Bar Examiners of the state in which they plan to practice. Registration should be accomplished within thirty days after matriculation in law school. Prior to selecting the law school they will attend, at matriculation, and at the beginning of each subsequent year of law school, applicants are advised to consult the rules of all states in which they may be interested in practicing after graduation to determine the curriculum and other requirements of state bar examining authorities.

Regulations Governing the Awarding of Degrees

Degrees are awarded at Duke University in September, December, and May. The names of Duke Law School students who have successfully completed all of the necessary requirements for a degree are presented by the Dean to the University Secretary. The University faculty and the Board of Trustees meet to approve candidates presented for degrees.

Rule Concerning Graduating in Absentia

Students who wish to be graduated *in absentia* should submit a written request to the Dean's office at least six weeks before graduation. In such cases, the diploma will be mailed.

General Rules of the University and the Law School

Students are subject to the rules and regulations of the University and the Law School which are currently in effect, or those which in the future may be promulgated by the appropriate authorities of the University. Every student, in accepting admission, indicates a willingness to subscribe to and be governed by these rules and regulations. The student also acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be appropriate, for failure to abide by these rules and regulations, or for other conduct adjudged unsatisfactory or detrimental to the University.



Policy Concerning Pickets, Protests, and Demonstrations

Duke University respects the right of all members of the academic community to explore and to discuss questions which interest them, to express opinions publicly and privately, and to join together to demonstrate their concern by orderly means. It is the policy of the University to protect the exercise of these rights from disruption or interference.

The University also respects the right of each member of the academic community to be free from coercion and harassment. It recognizes that academic freedom is no less dependent on ordered liberty than any other freedom, and it understands that the harassment of others is especially reprehensible in a community of scholars. The substitution of noise for speech and force for reason is a rejection and not an application of academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is, rather, a necessary condition of its very existence. Therefore, Duke University will not allow disruptive or disorderly conduct on its premises to interrupt its proper operation. Persons engaging in disruptive action or disorderly conduct shall be subject to disciplinary action, including expulsion or separation, and also to charges of violations of law.

The foregoing general statement of policy is not to be construed as limiting the University's right to maintain an atmosphere conducive to scholarship.

Motor Vehicle Registration

Each motor vehicle operated on Duke University campuses by students enrolled in the School of Law must be registered at the Traffic Office, 2010 Campus Drive, within five days after operation on the campus begins, and thereafter must display the proper registration decal. A registration fee of \$20 will be charged for each automobile and \$10 for each motorcycle.

To register a vehicle, the student must present the following documents: (1) valid state registration for vehicle registered, and (2) valid state operator's license.

Parking, traffic, and safety regulations will be given to each student at the time of vehicle registration. Students agree to abide by these regulations in exchange for the privilege of operating a motor vehicle on the campus.

Curriculum





Degree Program

The curriculum at Duke Law School is not fixed and static. All courses are subject to constant evaluation, and the organization of the curriculum itself is subject to critical examination each year by the faculty. The curriculum for the academic year 1977-1978 is set forth below.

First-Year Curriculum

The first-year curriculum is required for all J.D. candidates.

Courses	Fall	December Examination	Spring	May Examination
Civil Procedure	3		3	X
Criminal Law	3	X		
Contracts			5	X
Constitutional Law	3		2	X
Torts	5	X		
Property			4	X
Introduction to Legal Clinic	1		1	
	<u>15</u>	<u>8</u>	<u>15</u>	<u>20</u>

The first-year class will be divided unevenly for assignment to sections of each course. One or more sections of each first-year course will be small, with not more than twenty-five students. The other section of that course will contain the balance of the first-year class. Each first-year student will be assigned to one small section class and will study with the balance of the class in the large sections of all other courses. For example, a student assigned to the small section in Torts will automatically be assigned to the large sections of the other first-year courses. The research and writing program will be organized in conjunction with the small sections of each course.

FIRST-YEAR COURSE DESCRIPTIONS

110. Civil Procedure. This course is devoted to a consideration of the basic problems of civil procedure. It is designed to acquaint students with the fundamental stages and techniques of litigation—e.g., pleading, discovery, trial, ap-

peal, judgments, and multiparty actions—and to introduce them to underlying problems such as jurisdiction, choice of law in a federal system, and the role of courts as law-making institutions. 3 s.h. fall; 3 s.h. spring. *Paschal and Rowe*

120. Constitutional Law. The distribution of, and limitations upon, governmental authority under the Constitution of the United States. Included are study of the doctrine of judicial review of legislative and executive action, the powers of Congress and the President, the limitations on state governmental powers resulting from the existence or exercise of congressional power, and judicial protection against the exercise of governmental power in violation of rights, liberties, privileges, or immunities conferred by the Constitution. 3 s.h. fall; 2 s.h. spring. *Dellinger, Levin, Rowe, and Van Alstyne*

130. Contracts. The formation and legal operations of contracts, their assignment, significance to third parties, and relationship to torts restitution, and commercial law developments; the variety scope, and limitations on remedies; and the policies, jurisprudence, and historical development of promissory liability. 5 s.h. spring. *Lewis and Weistart*

140. Criminal Law. An introductory study of the law of crimes and the administration of criminal justice; analysis of the criminal act and the mental element in crime; consideration of specific offenses as defined by statute and the common law; discussion of typical defenses in relation to specific crimes. 3 s.h. fall. *Livengood, Price, and Shimm*

160. Property. The basic concepts of real property law and conveyancing. Historical background; estates in land, including the fee simple, the fee tail with its statutory substitutes, the life estate, the estate for years and other non-freeholds; concurrent ownership; types of future interests; conveyances before and after the Statute of Uses, landlord and tenant; the modern deed—kinds, delivery, description, title covenants; and agreements running with the land at law and in equity; easements; recording and title registration. 4 s.h. spring. *Reppy and Sparks*

170. Torts. An analysis of liability for personal injuries and injuries to property. After considering "cause in fact," intentionally inflicted harm, and the development from trespass to negligence, the course concentrates mainly on the negligence issue. The reasonable man standard and its application and proof before courts and jury are explored. Limitations such as contributory negligence, lack of duty, and proximate cause are considered as are special rules governing owners and occupiers of land. The question of damages is analyzed; the course also examines strict liability, the liability of producers and sellers of products, insurance, and workmen's compensation. 5 s.h. fall. *Christie, Lange, and Robertson*

Second- and Third-Year Curriculum

In the absence of special authorization from the Dean, each student is required to take in each semester courses aggregating not less than twelve and not more than sixteen hours.

The program in the second and third years is entirely elective, with the exception of The Legal Profession, which is required. In planning an elective program, the student should bear in mind that certain courses are prerequisites to other advanced courses:

Business Associations is a prerequisite to Business Planning, Corporate Finance, Securities Regulation, Corporate Taxation, and the Seminar in Corporate Planning and Drafting.

Civil and Criminal Trial Practice is a prerequisite to the Clinical Seminars in Criminal Justice Administration, Civil Justice Administration, and Juvenile Justice.

Commercial Law is a prerequisite to Consumer Protection and Debtors' Estates.

Corporate Taxation is a prerequisite to Business Planning.

Evidence and Criminal Procedure are prerequisites to trial practice courses.

Estate and Gift Taxation and Trusts and Estates I and II are prerequisites to the Seminar in Estate Planning.

Labor Relations I is a prerequisite to Labor Relations II and the Seminar in Public Sector Collective Bargaining.

Labor Relations I and II are prerequisites to the Seminars in Arbitration and Collective Bargaining and Internal Union Affairs.

Personal Income Taxation is a prerequisite to other tax courses, except that it may be taken simultaneously with Estate and Gift Taxation.

Securities Regulation is a prerequisite to Business Planning.

Trusts and Estates I is a prerequisite to Trusts and Estates II.

The student should also bear in mind that, although the program in the second and third years is entirely elective, for logical course progression and in order to avoid conflicts in the class schedule, it would be advisable for certain basic electives to be taken in the second year and certain other electives in the third year. A memorandum of advice is available in the Dean's office.

Clinical Education. In its continuing efforts to provide a broad legal education, Duke Law School has made a strong commitment to the development of clinical legal education. At the present time the clinical program is staffed by two members of the faculty and three graduate fellows offering four-credit clinical courses in criminal justice administration, civil justice administration, and



juvenile justice. These courses combine simulation and gaming techniques with closely supervised representation of clients for maximum educational benefit to the students involved.

No student may take two four-credit clinical seminars during the same semester.

Clinical experience of a different nature is also available in the following courses and seminars:

Civil and Criminal Trial Practice

Seminar in Corporate Planning and Drafting

Seminar in Estate Planning

Seminar in Legal Problems of a University

Second-Year Recommended Courses

Courses	Fall	Spring
Administrative Law	3	
*Business Associations	4	
Commercial Law	4	or
Corporate Taxation		3
*Criminal Procedure	2	and
Estate and Gift Taxation		2
*Evidence	3	or
Labor Law		3
*Labor Relations I	2	
*Labor Relations II		2
Legal Accounting		2
Personal Income Taxation	3	or
*Trusts and Estates I	4	
*Trusts and Estates II		2
Trusts and Wills		3

Other Electives

Courses	Fall	Spring
Admiralty	3	
Antitrust	4	
Business Planning		4
Community Property	2	
Conflict of Laws	3	
Corporate Finance		2
Debtors' Estates	3	
Environmental Law		3
Family Law	3	
Federal Courts		3
International Business Transactions	3	
International Law		3
Jurisprudence		3
Labor Standards		2
Land Use Planning	2	
Legal Profession	1	
Modern Real Estate Financing	3	
Psychiatry for Lawyers		2
Regulated Industries		3
Securities Regulation	3	
State and Local Government		3
Workmen's Compensation	2	

*For those intending to take advanced courses and seminars in area.

<i>Seminars</i>	<i>Fall</i>	<i>Spring</i>
Arbitration and Collective Bargaining		2
Civil and Criminal Trial Practice	3	or 3
Clinical Seminar in Civil Justice Administration	4	or 4
Clinical Seminar in Criminal Justice Administration	4	or 4
Commercial Law	2	
Communications Law and Policy	2	
Comparative Law	2	
Corporate Planning and Drafting	2	or 2
Estate Planning	2	
Federal Practice of Civil Rights and Civil Liberties		3
Federal Regulation of Financial Institutions as Institutional Investors	3	
First Amendment Theory		3
International Organizations		2
Jurisprudence		2
Legal Issues in Health Care	2	
Medical-Legal-Ethical Issues		2
Motion Picture Production, Finance, and Distribution		2
Public Schools		3
Public Sector Collective Bargaining		2
Racial Discrimination	2	
Sex Discrimination		2
Independent Research	—	and —

Not Offered 1977-1978

Clinical Seminar in Legal Problems of Older Americans
 Clinical Seminar in Juvenile Justice
 Consumer Protection
 Law and the Arts
 Legal History
 Oil and Gas Law
 Personal Torts
 Remedies
 Seminar in Criminal Law
 Seminar in Criminal Procedure
 Seminar in Internal Union Affairs
 Seminar in Law, Politics, and Legislation
 Seminar in Legal Problems of a University
 Seminar in Military Law
 Seminar in Sentencing and Corrections
 Seminar in Tax-Exempt Organizations

All students are advised to study carefully the rules governing admission to the bar in each jurisdiction in which they are considering practicing after graduation. Some states, such as Indiana and Ohio, have specific requirements and others, such as New York, have detailed provisions relating to other matters. Students should also be aware that some federal district courts have promulgated or are considering rules requiring the successful completion of certain courses as a prerequisite for admission to practice. For example, a Committee of the United States Court of Appeals for the Second Circuit has recommended that applicants for admission to the District Courts of that circuit show that they have successfully undertaken courses in Evidence, Civil Procedure, Criminal Law and Procedure, Professional Responsibility, and Trial Advocacy.

UPPERCLASS COURSE DESCRIPTIONS

200. Administrative Law. Administrative agencies and legislative authority; information gathering and withholding; rule-making and order-formulating

proceedings; judicial review of administrative action; constitutional limitations on administrative powers. 3 s.h. fall. *Fleishman*

400. Admiralty. The special body of law governing maritime affairs, especially the transportation of goods and passengers by water. Admiralty jurisdiction; marine insurance; carriage of goods, charter parties; general average; rights of injured seamen and others; collision; salvage; maritime liens and ship mortgages; limitations and liability; governmental activity in shipping. 3 s.h. fall. *Paschal*

205. Antitrust. A study of the federal antitrust laws and the policy of using competition to control private economic behavior. 4 s.h. fall. *Havighurst*

210. Business Associations. The process of incorporation, promoters, and pre-incorporation transactions, distribution of powers within that corporation, workings of the proxy system, special features of the close corporation, duties and liabilities of insiders, problems in connection with the purchase or sale of any security, shareholders derivative suits, and related rights and comparison with general principles of agency and partnership. In addition: generalized treatment of financing of corporate enterprise, governmental regulations of distribution of public issues of securities, dividends, and other distributions to shareholders, fundamental changes by recapitalization, merger, and other combinations. (Special treatment of these topics is reserved for other courses and seminars, particularly Corporate Finance, Securities Regulation, and Business Planning.) 4 s.h. fall. *Lybecker*

302. Business Planning. This course involves advanced work in corporation partnership and income tax law, securities regulation, and accounting on a series of problems that commonly and currently face business lawyers in the formation and financing of business organizations, restructuring ownership interests and financing their withdrawal, share repurchases for insiders' strategy, sales and purchases of businesses, merger and other enterprise combination, enterprise division and dissolution. The problems are analyzed, and solutions are presented in class discussion and papers by an integrated approach that embraces the interplay of restraints posed by various areas of the law. Courses in corporate taxation and securities regulation are prerequisites to this course. 4 s.h. spring. *Stoltz*

215. Commercial Law. This integrated study of the law governing commercial transactions emphasizes the application of the Uniform Commercial Code, particularly the articles dealing with sales, secured transactions, and commercial paper. A primary objective of the course is the development of an analytical basis for interpretation of this statute. The business judgments of commercial practice provide an interpretative framework. The structure of typical transactions is emphasized to suggest both the interrelation of the several articles of the Code and relevance of other statutory and decisional law. Topics which are given particular emphasis include the function of common forms of commercial paper, the mechanics of the bank collection process, and the operation of retail credit systems. 4 s.h. fall; 4 s.h. spring. *Weistart and Shimm*

218. Community Property. The marital property laws of Arizona, California, Idaho, Louisiana, Nevada, New Mexico, Texas, and Washington; comparison to Spanish system. Students elect one state's laws to research weekly problems. Offered in alternate years. 2 s.h. fall. *Reppy*

310. Conflict of Laws. A study of the special problems which arise when the significant facts of a case are connected with more than one jurisdiction. Recogni-

tion and effect of foreign judgments; choice of law; federal courts and conflict of laws; the United States Constitution and conflict of laws. 3 s.h. fall. *Reppy*

220. Consumer Protection. Study of consumer sales and consumer credit transactions and their regulation. Subject areas are likely to include deceptive sales practices and advertising, and consumer credit in sales and loans. Consideration of the potential and limitation of a variety of judicial, legislative, and administrative approaches to dealing with the problems of consumers in a mass distribution, merchandising, and advertising economy that is increasingly based on credit transactions. Emphasis will be placed on recent federal legislation. (Not offered 1977-1978.)

315. Corporate Finance. Diverse characteristics of shares and creditor securities, consideration and payment of shares and creditor securities, rights and option in shares, capital and surplus and related accounting concepts, limitations on dividends and share repurchases, impact of federal regulation on promoter's role and public-issue financing, anatomy of merger, asset and stock acquisitions, alteration and combining of corporations. 2 s.h. spring. *Lybecker*

320. Corporate Taxation. A selection of substantial income tax problems affecting corporations and shareholders. 3 s.h. spring. *Luther*

222. Criminal Procedure: Police Procedure. A study of the basic elements of criminal procedure, with special emphasis upon "stop and frisk," arrest, search and seizure, confession suppression, lineups, electronic surveillance, and operation of the exclusionary rule. 2 s.h. fall. *Pye*

223. Criminal Procedure: Formal Procedure. A study of the basic elements of criminal procedure, with special emphasis upon bail, criminal discovery, plea bargaining, prosecutorial discretion, preliminary hearings, the grand jury, professional ethics in criminal cases, speedy trial, and sentencing. 2 s.h. spring. *Everett*

325. Debtors' Estates. A study of the methods by which conflicts between the financially distressed debtor and the creditors and conflicts among the creditors may be resolved. Considered and comparatively evaluated are remedies invoked by both the debtor and a creditor or creditors, those looking to both debtor-liquidation and debtor-rehabilitation, and those both without and within the Bankruptcy Act. These remedies include individual collection procedures, common law settlements, general assignments and receiverships, straight bankruptcy, and chapter proceedings. Against this background, proposed legislative changes are discussed and appraised. 3 s.h. fall. *Shimm*

327. Environmental Law. A study of recent statutes and cases related to environmental management and natural resource protection. Emerging national environmental policy is examined within its social, economic, and ecological context. 3 s.h. spring. *Instructor to be Announced*

330. Estate and Gift Taxation. The principal emphasis of the course is on the federal estate and gift taxes. Consideration is also given, however, to the related portions of the federal income tax dealing with the taxation of the income of estates and trusts. 3 s.h. spring. *Peschel*

225. Evidence. A study of the theory and rules governing the presentation of evidence to a judicial tribunal including the function of the judge and jury; the concept of relevancy; character evidence, judicial notice; real and demonstrative evidence; authentication of writings, the best evidence rule; competency, impeachment, and rehabilitation of witnesses; hearsay and the exceptions to its exclusion; privileged communications. 3 s.h. fall; 3 s.h. spring. *Bocchino and Beskind*

335. Family Law. Developments in the relationship between the state and the family. The course will survey the spectrum of family relationships and activities regulated in some fashion by the state, including procedures for marrying, legal relationships within an on-going family, and problems in the dissolution of the family. Special emphasis will be placed on agreements concerning the custody of children and property settlements on divorce. There will be some discussion of the family as seen by other behavioral disciplines. 3 s.h. fall. *Lewis*

340. Federal Courts. A study of the federal courts with respect to the part played by them in achieving a workable federalism. Special attention will be given to the original jurisdiction of the federal district courts, the relationship of the federal courts to state courts and state law, and the permissible and desirable range of federal judicial power. 3 s.h. spring. *Paschal*

345. International Business Transactions. Legal framework of United States foreign trade and investment; foreign trade and investment laws of selected foreign countries; function of international economic law; international economic agreements; problems of foreign trade and investments. 3 s.h. fall. *Grzybowski*

230. International Law. A survey of public international law of peace, as evidenced especially in decisions of national and international courts; the drafting and interpretation of treaties; the nature of handling of international claims; the organization and jurisdiction of international tribunals with special reference to the International Court of Justice; developments with respect to the codification of international law. 3 s.h. spring. *Robertson*

235. Jurisprudence. A historical examination of the development of legal philosophy from ancient times to the contemporary period. 3 s.h. spring. *Christie*

247. Labor Law. A study of the role of law in the establishment of collective bargaining in the private sector—the creation of the bargaining relationship, the negotiation and enforcement of the collective agreement, the regulation of industrial disputes, and the relationship of the union to its members. This course is offered as an alternative to Labor Relations I and II; students may not take both Labor Law and Labor Relations. 3 s.h. spring. *Finkin*

240. Labor Relations I. This course, in combination with Labor Relations II, is envisioned as an integrated, full-year, four-hour program in basic labor relations law. However, it is recognized that some students are primarily interested in other fields and want only enough labor law to enable them to recognize a labor problem when they see one and to know when to consult a specialist. Consequently, Labor Relations I can be taken independently. Its core is the establishment of the collective bargaining relationship—with emphasis upon the organizational process and the law relating to strikes, lockouts, picketing, boycotts, and unfair labor practices. A concerted effort is made to include enough collective bargaining law to avoid leaving the distorted impression that labor relations consist exclusively, or even primarily, of economic warfare. 2 s.h. fall. *Livengood*

245. Labor Relations II. It is anticipated that most students who take Labor Relations I will continue with Labor Relations II, and the former is a prerequisite to the latter. The primary focus of the course is upon the negotiation and administration of collective agreements after the bargaining relationship has been established. Attention is given to the duty to bargain (its nature, scope, and duration), the terms of the labor-management contract, and procedures for orderly dispute settlement (arbitration, mediation, and judicial enforcement). As time permits, some consideration is given to the “frontiers” of labor law—public

sector bargaining, national emergency disputes, internal union affairs, and individual employee rights. Obviously, the line between Labor Relations I and II is artificial and it will not always be drawn in the same place. It is contemplated, however, that the student who has taken Labor Relations I, Labor Relations II, Labor Standards, and the Seminars in Arbitration and Collective Bargaining and Internal Union Affairs will have had a fairly comprehensive exposure to the major areas of labor law. 2 s.h. spring. *Livengood*

350. Labor Standards. Government regulation of conditions of employment, including the Fair Labor Standards Act, unemployment insurance, workmen's compensation, equal employment opportunity, OSHA, ERISA, and other social security legislation, and related laws establishing minimum standards for the creation, continuance, and termination of the employment relationship. In addition to providing an opportunity for contrast between government dictate and private collective bargaining as the avenue for determining conditions of employment, the course is intended to afford survey exposure to employment-related problems which otherwise would require enrollment in several different courses. 2 s.h. spring. *Livengood*

355. Land Use Planning. A survey of legislative, administrative, and judicial controls utilized to facilitate the orderly development and redevelopment of real property. This consideration will include public and private nuisance, zoning, subdivision control, housing codes, street mapping, and condemnation. The clash of individual and societal interests in land use is explored through cases involving the distinction between valid police power regulations and "takings" for public use which require payment of compensation. Problems of urban renewal, regional planning, and pollution of water and air also receive consideration. 2 s.h. fall. *Everett*



357. Law and the Arts. An introduction to basic problems in entertainment law, the area of speciality practice involving the representation of publishers, broadcasters, cable television operators, film producers, artists, writers, musicians, and performers. The course includes detailed instruction in the law of copyright as well as unfair competition in artistic works, the protection of ideas, the right of publicity and performers' rights, and selected aspects of defamation and invasion of privacy. (Not offered 1977-1978.)

250. Legal Accounting. An examination and analysis of accounting principles and practices necessary for understanding and investigating facts relevant to a variety of legal problems. The course is designed to familiarize students with the language of accounting, what it discloses and what it leaves unsaid, and how the work of accountants is used by government in regulation of business, by business managers in making decisions, by lawyers in solving legal problems, and by investors and lenders in managing and protecting their property. 2 s.h. spring. *Luther*

410. Legal History. A study of the development of fundamental English and American legal institutions. (Not offered 1977-1978.)

360. Legal Profession. A study of the function of lawyers; the organization of legal education and the profession, legal relations between lawyers and clients including fee arrangements, and lawyers' liability for malpractice; standards of professional conduct; techniques for making legal services available, role of lawyers in litigation, negotiation, counseling, and politics. 1 s.h. fall. *Pye and Bocchino*

365. Modern Real Estate Financing. An examination of techniques of real estate financing including conventional mortgages, subdivision development, and federal assistance to real estate developers. 3 s.h. fall. *Everett*

396. Oil and Gas Law. Nature of landowner's interest in oil and gas and extent of its legal protection; construction and effect of the oil and gas lease and other instruments affecting interests in oil and gas; governmental regulation of drilling and production. (Not offered 1977-1978.)

255. Personal Income Taxation. An introduction to federal income taxation, with emphasis on the determination of income subject to taxation, deductions in computing taxable income, the character of the income realized, and the proper taxpayer on which to impose the tax. 3 s.h. fall; 3 s.h. spring. *Martin and Peschel*

530. Psychiatry for Lawyers. Factors that influence personality development throughout the life cycle and major psychiatric syndromes will be explored and discussed as a means of affording greater insights into problems that are presented in a variety of legal contexts. 2 s.h. spring. *M. Shimm and C. Shimm*

370. Regulated Industries. A study of government economic regulation in such regulated industries as transportation, electric power, telephone, broadcasting, oil and gas, and health care, with emphasis on control of entry, mergers, and rates, and on the interface between regulation and the antitrust laws. 3 s.h. spring. *Havighurst*

332. Remedies. A survey of the law of remedies, dealing with remedial devices available in various substantive areas of law. In some respects an advanced civil procedure course; emphasis on injunctive and other equitable relief not considered in detail in other courses. (Not offered 1977-1978.)

375. Securities Regulation. A study of the federal and state securities laws and the industry they govern, with emphasis on the mechanics and regulation of the distribution process and trading in securities; subjects dealt with include the

functions of the Securities and Exchange Commission, registration and disclosure requirements and related civil liabilities, "blue-sky" laws, proxy solicitation and reporting requirements, broker-dealer regulation, the self-regulatory functions of the exchanges, and the regulation of investment companies. 3 s.h. fall. *Stoltz*

390. State and Local Government. This course examines the scope of local government power, intergovernmental relations, legislation by local government, enforcement of regulatory measures, labor-management relations in public employment, financing local government, public expenditures; urban renewal, housing and code enforcement, eminent domain, governmental tort liability. 3 s.h. spring. *Everett*

265, 270. Trusts and Estates I and Trusts and Estates II. Noncommercial property dispositions, both testamentary and *inter vivos*, including the following topics: the state system, trusts, and powers of appointment as instruments for estate planning; intestate succession; execution and revocation of wills; creation of trusts; class gifts and construction; ademption and lapse; integration of dispositive schemes; charitable trusts; resulting trusts; remedies for wrongful interference with succession and transfer; problems in trust administration; rules against perpetuities, accumulations, and restraints on alienation. (Students may take one or both semesters, except that Trusts and Estates I is a prerequisite to Trusts and Estates II. Contracts and Property are both prerequisites to Trusts and Estates I.) Trusts and Estates I, 4 s.h. fall. *Sparks*. Trust and Estates II. 2 s.h. spring. *Sparks*

273. Trusts and Wills. Intestate succession; making and revoking of wills; limitations on testamentary power; will substitutes; the creation of private express trusts; charitable trusts; fiduciary responsibility. Future interest problems (such as the rule against perpetuities) will not be covered. This course is offered as an alternative to Trusts and Estates I and II; a student may not take both Trusts and Wills and Trusts and Estates. Offered in alternate years. 3 s.h. spring. *Reppy*

547. Workmen's Compensation. This course covers the main elements of workmen's compensation law in the United States, together with questions of conflict of laws, third-party actions, and coordination with other social insurance programs. 2 s.h. spring. *Larson*

SEMINAR DESCRIPTIONS

380. Civil and Criminal Trial Practice. An introduction to the civil and criminal litigation process and attendant skills. The course emphasizes the interactions between attorneys and their clients and between lawyers and juries by use of simulation and videotape pedagogy. Areas of inquiry include interviewing, negotiation, trial evidence, jury selection, opening statements, closing arguments, and direct and cross examination. Each student completes the course requirements by participating as counsel in a full jury trial. Prerequisites: Civil Procedure, Criminal Procedure, and Evidence. 3 s.h. fall. *Beskind and Rouan*. 3 s.h. spring. *Bocchino and Beskind*

531. Clinical Seminar in Civil Justice Administration. Two-hour classroom component of simulated cases from initial client interview through discovery and trial coupled with extramural placement to practice at least ten hours each week under the North Carolina Third-Year Practice Rule. Past placements have included Legal Aid Offices in Durham, Raleigh, and Hillsborough and the Consumer Protection Division of the North Carolina Attorney General's Office. 4 s.h. fall; 4 s.h. spring. *Bentley and Fox*

521. Clinical Seminar in Criminal Justice Administration. An examination of the criminal justice system from the point of view of the criminal justice practitioner. Using videotape simulation and gaming techniques, students will participate as attorneys in a mock case from initial interview through trial covering all aspects in the development of criminal litigation. The clinical phase of the seminar requires each student to practice with criminal justice practitioners pursuant to the North Carolina Rules Governing Practical Training of Law Students. Placements include District Attorneys' Offices and private defense counsel. Prerequisites: Civil Procedure, Criminal Procedure, Evidence and Trial Practice. 4 s.h. fall. *Rowan*. 4 s.h. spring. *Rowan and Tanford*

533. Clinical Seminar in Juvenile Justice. Legal problems of young people in such areas as custody, delinquency, education, and mental health are analyzed in this seminar. Class work includes both substantive lectures and practical simulations designed to expose the participants to a variety of judicial proceedings. Each student will also be placed with an agency or attorney, either public or private, involved in the preparation of cases for judicial determination. (Not offered 1977-1978.)

522. Clinical Seminar in Legal Problems of Older Americans. Interdisciplinary clinical seminar exploring legal and social problems of older people in our society. Class work includes simulated exercises on interviewing, counseling, negotiation, and legislative, administrative, and public interest advocacy. Substantive law covered includes social security, supplemental security income, health services, commitment and competence, income taxation of the elderly, and problems of death and dying. Class members work with legal services lawyers, sociologists, and doctors at the Older American Resource and Services Center, or legislators in the North Carolina General Assembly. (Not offered 1977-1978.)

525. Seminar in Arbitration and Collective Bargaining. An intensive examination of significant problems in collective bargaining, union-management relations, and labor dispute settlement, with emphasis upon the drafting and interpretation of contract clauses, theories and techniques in contract negotiation, grievance handling, voluntary arbitration, and other procedures for the adjustment of disputes, comparison of collective bargaining in the public and private sectors, and the interrelation of the legal and economic aspects of labor problems. 2 s.h. spring. *Livengood*

552. Seminar in Commercial Law. Specialized problems in four articles (2, 3, 4, and 9) of the Uniform Commercial Code usually covered in existing courses in Contracts and Commercial Law, plus additional topics not covered elsewhere. As time permits, attention will be given to such matters as letters of credit (Article 5), recent federal regulations affecting credit markets, and certain common law arrangements between creditors. There will be several planning and drafting exercises in which students will be asked to prepare the documents to be used in hypothetical transactions. Some issues are more suited to a research approach, and for these students will prepare office memos or opinion letters. Some assignments will also involve reading cases and statutes for classroom discussion. 2 s.h. fall. *Weistart*

503. Seminar in Communications Law and Policy. This course includes instruction in the following areas: First Amendment theory and development; regulation of the media as businesses; the right to gather information; proposed rights of access to the press; defamation and invasions of privacy; copyright; the regulation of obscenity and indecent matter; and the special regulatory position of the electronic mass media under the Communications Act of 1934, with



particular emphasis on license applications and renewals, cross-ownership and control, network practices, programming, and cable and pay television. Students are required to write research papers. 2 s.h. fall. *Lange*

512. Seminar in Comparative Law. An examination and comparison of the law of selected jurisdictions on certain specific topics. The history, sources, and methods of the civil law will be investigated, discussed, and compared with those of common law countries, with specific emphasis on administrative law and procedure, social welfare programs, and judicial review of administrative action. 2 s.h. fall. *Grzybowski*

505. Seminar in Corporate Planning and Drafting. The student is given hypothetical corporate problems (perhaps taken from the practicing lawyers's desk) on a client's proposed course of action; each problem is designed to require the student to grasp the business situation and goals involved, analyze for pertinent legal principles, plan the transaction to avoid legal business (including taxation) pitfalls, plan the requisite steps to consummate the desired transaction, draft the appropriate papers, and present research. 2 s.h. fall; 2 s.h. spring. *Stoltz and Lybecker*

510. Seminar in Criminal Law. Current problems in administering criminal justice, including studies of theory and technique in criminal procedure (investigation, prosecution, and defense of criminal charges), inquiry into basic policy in the use of criminal sanctions for the promotion of public order, consideration of contemporary developments (legislative, judicial, and administrative) in criminal law, and analysis of specific problem areas such as mental responsibility, sexual deviation, attempts, and vicarious liability. (Not offered 1977-1978.)

560. Seminar in Criminal Procedure. Investigation of crime and the police practices pertinent thereto, including detention and arrest, interrogation, search and seizure; exclusionary rules of evidence; motions for continuance, change of venue, and challenges to the jury; problems of the indigent defendant; discovery problems in criminal trials; post-trial appellate procedures. (Not offered 1977-1978.)

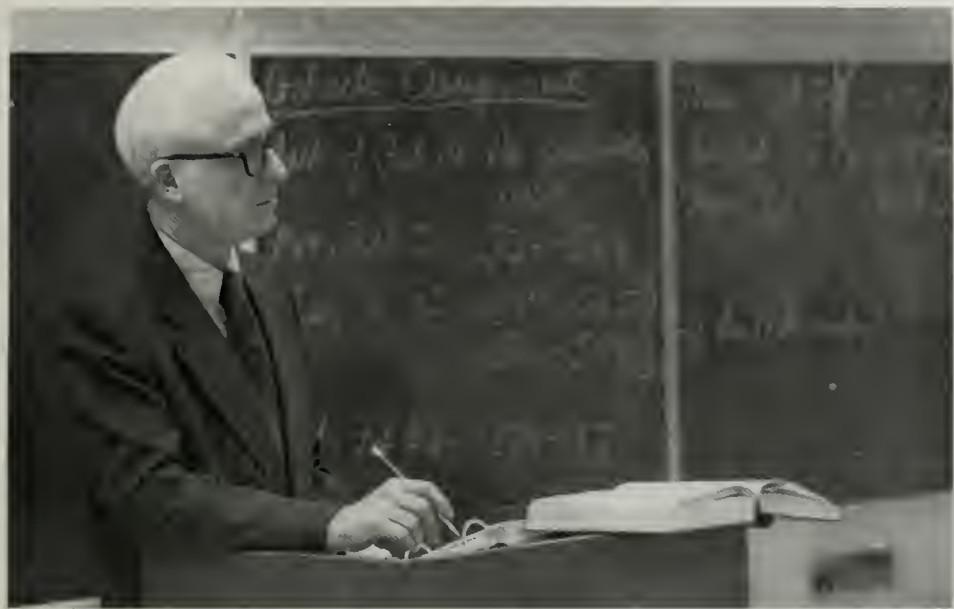
515. Seminar in Estate Planning. Seminar devoted to problems and techniques of tax and estate planning. 2 s.h. fall. *Powe and Sparks*

500. Seminar in the Federal Practice of Civil Rights and Civil Liberties. A combination of advanced constitutional law and federal practice, working through a series of problems to provide: (a) familiarity with the principal federal statutes (procedural, substantive, and remedial) used in civil rights litigation; (b) their judicial interpretation and application; and (c) a consideration of frontier constitutional issues. 3 s.h. spring. *Van Alstyne*

372. Seminar on Federal Regulation of Financial Institutions as Institutional Investors. This seminar will consider the similarity of services provided by each major type of financial institution which serves as an intermediary between individual savings in the private sector and direct investments in the securities markets. After comparing the competing investment services offered by mutual funds, investment advisers, bank trust departments, insurance companies, pension funds, and the more exotic tax shelter vehicles (such as oil and gas drilling funds and real estate investment trusts), the regulatory environment in which certain of the financial institutions exist will be considered in detail. Using the Investment Company and Investment Advisers Act of 1940 as the model framework, students will compare existing regulation of such elementary operational aspects as: distribution of interests in the financial institution, conflicts of interest between the financial institution and the individual participant, sales and promotional restrictions, restrictions on capital structure and leverage, and the extent of fiduciary responsibility owed by the financial institution to the individual participant. Lawyers representing financial institutions (and their trade associations) or from Federal regulatory agencies will participate in certain of the seminar discussions. It would be helpful if students had taken or were taking Securities Regulation concurrently. 3 s.h. fall. *Lybecker*

502. Seminar in First Amendment Theory. This seminar explores the origin, development, and divergent expressions of First Amendment theory. Students begin by tracing the earliest historical roots of the concept of freedom of expression; they pursue the development of that concept in England after the Norman invasion, in the context of confrontations between Church and Crown; they consider the impact of the introduction of the press into English life after 1476 and through the Fox Libel Act; they evaluate the Colonial experience with free expression; they study the immediate historical setting for the adoption of the First Amendment, and in particular, the relationship between its adoption and the concept of federalism; they examine the practice of free expression through the rise of radical syndicalism in late nineteenth-century America and on to the early Supreme Court cases; and finally, they reexamine the development and statement of contemporary theories. 3 s.h. spring. *Lange*

520. Seminar in Internal Union Affairs. The focus of the seminar is on the internal functioning of labor organizations, with particular emphasis on the application of the Labor-Management Reporting and Disclosure Act of 1959 and that segment of federal decisional law under the Labor-Management Relations Act which considers a union's obligations to its membership. Class sessions are topically structured to consider the union's duty of fair representation, its author-



ity to discipline individual members, its obligations with regard to internal elections and financial integrity, and the limitations upon its demand of loyalty from its membership. Consideration is also given to the relationship of the local union to its international body. (Not offered 1977-1978.)

563. Seminar in International Organizations. This course explores the principal legal questions, including current controversies, affecting the United Nations and other international organizations. 2 s.h. spring. *Larson*

566. Seminar in Jurisprudence. An intensive inquiry into specific problems of modern jurisprudential theory. 2 s.h. spring. *Christie*

356. Seminar in Law, Politics, and Legislation. An examination of the statutory and constitutional regulation of political activity. Topics include lobbying, campaign practices, campaign financing, political influence in administrative decision-making, conflict of interest, as well as others. (Not offered 1977-1978.)

528. Seminar in Legal Issues in Health Care. A study of the health care delivery system and the legal problems it presents. The seminar will direct attention to licensing and other controls over physicians and other health personnel, the law of medical malpractice and other mechanisms for assuring the quality of care, regulatory mechanisms to contain costs, and proposals for national health insurance or other fundamental reform. 2 s.h. fall. *Havighurst*

358. Seminar in Legal Problems of a University. A problem approach to the issue raised by the transaction of business by a university. (Not offered 1977-1978.)

527. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. 2 s.h. spring. *Shimm (Law), Smith (Divinity), and Dyer (Medicine)*

570. Seminar in Military Law. A study of military jurisdiction, the rights of military personnel, the body of both substantive and procedural law that has developed under the Uniform Code of Military Justice. In addition to its other goals, the seminar will seek to develop skills in statutory interpretation and to encourage comparisons between civilian and military criminal law administration. (Not offered 1977-1978.)

504. Seminar in Motion Picture Production, Finance, and Distribution. This practical, problem-oriented seminar explores most legal aspects of the independent motion picture production. The subject matter includes legal restraints on capital acquisition by antitrust laws; conventional bonding and financing agreements; application of tax laws and availability of foreign and American tax shelters; the producer's relationship with authors, writers, composers, actors, directors, cinematographers, editors, and members of the production crew under such relevant but diverse laws as copyright and labor; and conventional release, distribution, and exhibition agreements, with some emphasis on antitrust law. Basic working knowledge of the motion picture industry or comparable entertainment industry background is presupposed. Certain aspects of the course may be transferable to other forms of independent production, such as musical performances, recording, or theater. Course requirements include extensive research and drafting, and some negotiations. Enrollment will be limited to three to five students, with permission of the instructor required to enroll. 2 s.h. spring. *Lange*

535. Seminar in Public Schools. This course examines public elementary and secondary education from two perspectives. The initial focus is on the institutional and legal framework—the organization, financing, and governance of public schools and their relationship to other governmental bodies. The second part of the course examines education and the educational system from the perspective of the individual student. The various concepts of equal educational opportunity—equal resources, equal treatment regardless of race or color, equal outcomes—are reviewed. 3 s.h. spring. *Levin*

519. Seminar in Public Sector Collective Bargaining. A study of the special problems posed by the adoption of collective bargaining for state and local employees. The course will consistently investigate the degree to which the law

that has developed in the private sector is translatable into public employment.
Prerequisite: Labor Relations I. 2 s.h. spring. *Finkin*

573. Seminar in Racial Discrimination. This seminar examines the legal aspects of the principal areas of racial discrimination—political and legal rights, public accommodations and facilities, education, employment, and housing—with emphasis on recent federal statutes and Supreme Court decisions. 2 s.h. fall. *Larson*

540. Seminar in Sentencing and Corrections. An examination and discussion of postconviction disposition of criminal offenders. (Not offered 1977-1978.)

575. Seminar in Sex Discrimination. The principal forms of sex discrimination are covered, including legal, political, educational, personal, and marital, with the major portion of the seminar concentrating on sex discrimination in employment. 2 s.h. spring. *Larson*

581. Seminar in Tax-Exempt Organizations. A study of the exemption from federal income tax accorded to a variety of public and private organizations and the tax treatment of contributions to such organizations, the public policies underlying the exemption from tax and deductibility of contributions, and the broad new enforcement powers to be undertaken by the Internal Revenue Service. (Not offered 1977-1978.)

COURSES IN OTHER DIVISIONS OF THE UNIVERSITY

The courses in other divisions of the University which are listed below may be of particular interest to law students.

Business Administration

346. Public Policy of the Firm. Builds on the theory of market failure to describe the rationale for societal intervention in business activities and reasonable firm responses. Considers environmental action, monopoly relations, discrimination, poverty, consumer issues, and problems arising from shifts in demand and supply. 3 s.h. spring. *Instructor to be Announced*.

Philosophy

204SA. Philosophy of Law. Natural Law theory and positivism; the idea of obligation (legal, political, social, moral); and the relation of law and morality. 3 s.h. fall. *Golding*

206S. Topics in Ethical Theory. Responsibility in legal and moral contexts. 3 s.h. spring. *Golding*

Public Policy Sciences

221. Analytical Methods I; Decision Analysis for Public Policy-makers. Methods for structuring decision dilemmas and decomposing complex problems, for appraising the decision-maker's preferences for these consequences, and for reexamining the decision. 3 s.h. fall. *Behn*

222. Analytical Methods II: Data Analysis for Public Policy-makers. Sampling theory, Bayesian statistics, and regression analysis. Examples from problems in health care, transportation, crime, urban affairs, and politics. 3 s.h. spring. *Fischer*

224. Applications of Administrative and Organization Theory. Behavioral analysis of public organizations. Impact of organizational structures, individual needs and motivation, and politics on the formulation and implementation of policy by public bureaucracies. 3 s.h. spring. *Hawley*

Student Life





The University

Duke University has an enrollment of 9,936 students from every state and many foreign countries. Trinity College of Arts and Sciences, the Graduate School, the Graduate School of Business Administration, the Schools of Divinity, Engineering, Forestry, Law, Medicine, Nursing, the Marine Laboratory, and the Duke Medical Center are the major components of the University. The University is about two miles from the business district of Durham and is situated on wooded hills constituting part of the 8,000-acre Duke Forest.

Durham, with a population of approximately 100,000, is in the Piedmont region of North Carolina. Although Duke Law School is not located in a major metropolitan area, the resources of the combined Durham-Chapel Hill-Raleigh area approximate those of many urban areas. Each of these cities contains a major university. The physical proximity of Duke to the University of North Carolina, only eight miles away, and North Carolina State University, twenty-five miles away, makes Chapel Hill and Raleigh readily available for shopping and social and cultural activities. The "Triangle" area has a total combined student population of over fifty thousand. A large facility of the Environmental Protection Agency is located in the Research Triangle Park, a developing area south of Durham. Durham is noteworthy among southern cities for its thriving Black business community including the headquarters of a major Black insurance company.

Living Accommodations

Housing. The majority of law students, both married and single, live in private off-campus housing. Apartments in Durham are plentiful and by national standards moderate in price. Good roads and the absence of heavy traffic make commuting to the Law School from a considerable distance easy. This enables students to choose from a wide variety of housing types. A full range of housing from ultra-modern apartments to rustic cottages is located within minutes of the School. Students desiring to live in off-campus housing may obtain

from the Assistant Dean's office in mid-summer a list of similarly situated incoming students with whom they will be able to share housing expenses. Both married and single students desiring to live off-campus should plan to come to Durham one to two weeks early to find housing.

Campus housing in the Trent Drive Hall and in apartments is described in the chapter on Financial Information.

Opportunities to serve on the residential staff in undergraduate dormitories are available. The living accommodations vary in different dormitories, but usually consist of a single room or a two-room apartment. The positions also provide financial assistance. Interested students or spouses should contact the Office of the Dean of Students, 121 Allen Building, Duke University, Durham, North Carolina 27706. Interviews are held in the spring.

Dining Facilities

Dining facilities are located in the Union Building, within easy walking distance of the Law School. The cost of food for the academic year will average approximately \$945 if a student dines in University cafeterias.

A large number of law students prefer to bring their lunches from home and eat in one of the student lounge areas in the Law School. Vending machines are located on the ground floor.

Placement Service

Placement of Duke Law School students and graduates is the concern of an active Placement Office located in the Law Building. Its staff is composed of one full-time director, one full-time assistant, and several student assistants. The activities of the Placement Office can be broken down into three general categories: coordination of an extensive on-campus recruiting season, production of the *Placement Bulletin* and other publications designed to introduce the Law School and its students to the legal community, and custodial responsibility for a wealth of materials on legal careers, available positions, bar membership, and other related areas.

The on-campus recruiting season takes place primarily during the fall of the year when about 200 employers send representatives to interview members of the two upper classes. As a result of these interviews a substantial number of students in each of these classes receive offers of employment. Ninety-five percent of the 1976 graduating class reported employment, with an average starting salary of \$15,700.

Duke was the first law school to initiate a *Placement Bulletin*, a type of publication since adopted by a number of other schools. The *Placement Bulletin*, now in its twenty-seventh edition, contains the pictures and brief resumes of the graduating and second-year students. It is widely circulated among selected law firms, companies, government agencies, and other potential employers.

As the repository for a vast amount of information which is of interest to every student in the Law School, the Placement Office accepts the responsibility of encouraging students to explore the variety of careers available to them and of teaching students about job-hunting as well. Orientation meetings for students in all three classes are conducted by members of the staff, upperclass students, and invited speakers. The information on file in the office includes an extensive list of inquiries from employers in all parts of the country who are unable to interview at the Law School. A file of background information is maintained for every employer who has been in contact with the Law School during the past few years.

Finally, it must be remembered that the students themselves are primarily responsible for finding employment. They must be willing to devote a large amount of their time to letter writing and to interviewing, both on and off campus. It is common knowledge that the law schools of America are graduating more students than the number of available positions traditionally occupied by lawyers. The Law School diligently attempts to assist its graduates, but the ultimate responsibility rests with the student.

Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy being a part of the University community. To serve this purpose, both the University Health Services Clinic and the University Infirmary are available for student health care needs.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus Police. Residential staff personnel should be consulted if possible for assistance in obtaining emergency treatment.

The facilities of the University Health Services Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions only from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.

All regularly matriculated law students of the University who have paid full tuition and the student health fee are entitled to student health benefits.

Students who are living in Durham year-round while attending Duke University may elect to continue in the Student Health Program during the summer months when they are not attending classes by paying the Student Health Fee for this period. Proof of preregistration for the next semester is required. All fees are paid directly to the Bursar's office. Information regarding the fee is available at the Bursar's office.

Students are not covered during vacations, and their dependents and members of their families are not covered at any time.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service is located in the Pickens Building. It provides evaluations, brief counseling, and/or treatment for matters ranging from questions about normal growth and development to the most serious psychiatric disorders.

The University has made arrangements for a Student Accident and Sickness Insurance Plan to cover all full-time students for a twelve-month period. For additional fees a student may obtain coverage for a spouse or a spouse and child. Participation in this program is on a waiver basis. The University expects all students to be financially responsible for medical expenses above those covered by the University Student Health Program through the University Accident and Sickness Policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility

for any medical expense may waive the Duke Plan by signing a statement to this effect. All full-time students in residence must purchase this student health insurance or sign a waiver before their registration is complete. The Student Accident and Sickness Policy provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, or while traveling between home and school, and during interim vacation periods. Coverage under the policy begins on the opening day in the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of cost and usage.

Professional and Honorary Organizations

Order of the Coif. The Order of the Coif is a national legal scholarship society with a local chapter at Duke University School of Law. Its purposes are "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship." Election is restricted to the upper 10 percent of the graduating class who have attained the most distinguished academic records in their law school work.

The Duke Bar Association. The Duke Bar Association coordinates the professional, social, and other extracurricular activities of the student body. The association resembles in its composition and purpose both a university student government and a professional bar association. It manages the speakers program, publicizes Law School activities, and sponsors athletic and social programs. Dues are \$5 per semester, payable at registration.

Legal Research Program. The Legal Research Program, supervised by a student editorial board, provides second- and third-year students with an opportunity to prepare legal memoranda on actual problems submitted by practicing lawyers, judges, or legislative committees. The program also assists in providing representation to indigents in appeals from denials of petitions for *habeas corpus* in the United States Court of Appeals for the Fourth Circuit. The briefs are written by the students under the supervision of a member of the faculty.

Moot Court Board. The Moot Court Board is composed of second- and third-year students who are chosen on the basis of their performances in intramural Moot Court competition. The Board supervises the Hardt Cup and the Dean's Cup competitions. In addition, the Board provides personnel for teams entering intercollegiate competition. In 1975, a team from the Duke Moot Court Board won the prestigious National Moot Court Competition, and in 1976 a Duke team placed second in that competition.

International Law Society. The Duke International Law Society is open for membership to the entire law student body. The Society sponsors an annual distinguished speaker series with lecture topics ranging from the law of warfare to peace negotiation, the law of the seas to space law. The scope is limited only by the desires of the Society members and the student body at large.

The Society is presently examining joint programs with local law schools, overseas study alternatives, and contributorships to international law journals throughout the country. Other activities include participation in the annual Philip C. Jessup International Moot Court Competition and attendance at conferences sponsored by the Association of Student International Law Societies. At present there are no dues.

Women Law Students. Women Law Students serves as a central organization for united action in meeting the problems which women encounter in the legal profession and endeavors to promote cooperation and friendship among women law students. The organization sponsors several projects including con-

ferences, work with women in the penal system, and lobbying for legislation favorable to women in North Carolina. The organization also works with women's groups in other law schools to improve the position of women in the legal profession at the national level.

Black American Law Students Association. The Duke Law School chapter of BALSA is a local organization of Black law students affiliated with the regional and national BALSA. The purpose of the local chapter is twofold: to provide a responsive student organization to aid the individual law student at Duke, and to promote the national aim of instilling a greater awareness of and commitment to the needs of the Black community.

American Bar Association's Law Student Division. Duke Law School is one of over one hundred participating law schools in the American Bar Association's Law Student Division. Formed only six years ago, the Division is the only national group representing law students' views within the American Bar Association.

A member of the Fourth Circuit, along with the nine other schools in Virginia, West Virginia, and North and South Carolina, Duke has played a strong leadership role in the Circuit as well as on the national level of the Division.

Locally, the Law Student Division has begun promotion of new clinical legal education programs, among which is its Night Rider project wherein students accompany policemen on their appointed patrols. Other areas of active concern have been the Third Year Practice Rule in North Carolina and reform in penal institutions. In addition, there is communication between law schools on the circuit and national levels, benefiting each through the experience of others.

Night Rider Program. In an effort to give law students a better understanding of the realities of the criminal justice system, the Night Rider Program was established to involve students with police work. The program centers around the placement of students in Durham police cars on a routine night patrol, where they accompany the officer on a regular shift. Students are encouraged to participate in any follow-up investigations and to accompany the officer to court, if necessary.

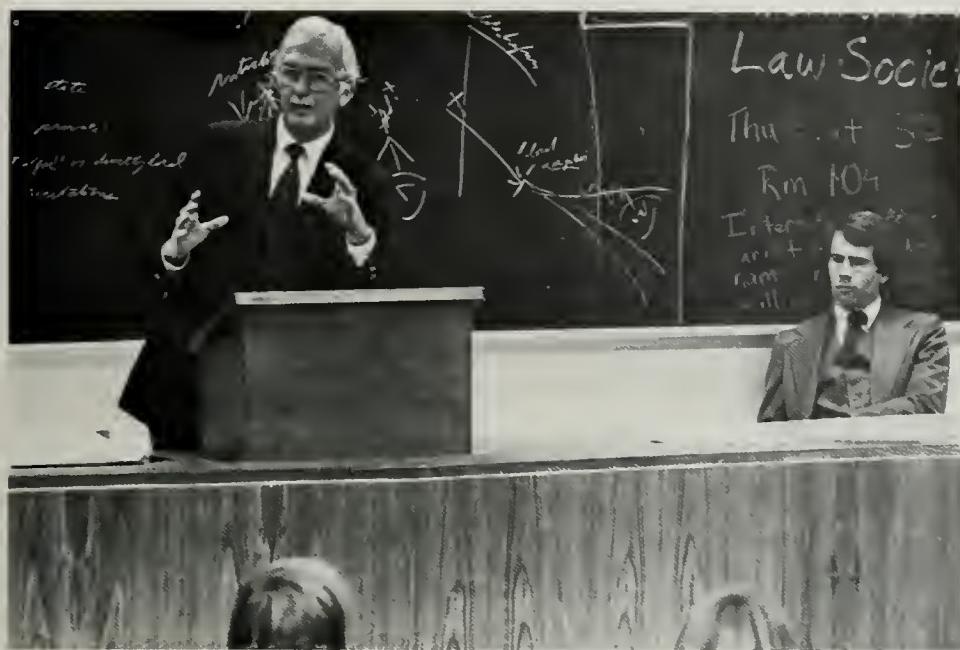
Legal Fraternities. The two legal fraternities are Hughes Inn of Phi Delta Phi and Wiley Rutledge Chapter of Phi Alpha Delta. These organizations sponsor luncheons, meetings featuring topics of professional interest, and several other social activities.

National Lawyers Guild. The Guild is a national association of lawyers, law students, legal workers, and jailhouse lawyers which addresses itself to the need for change in our power structure and governing process. The Duke chapter seeks to provide an alternative to the academic approach to law by sponsoring opportunities for students to place their skills in the service of people needing representation for the effective assertion of their legal rights. Examples of 1976 projects include members working at the Durham Legal Aid Society and recycling the Law Library's discarded materials into a prison library.

Devil's Advocate. The *Devil's Advocate* is the spontaneous publication of the students of the Law School. The aim of the *Advocate* is to combine a variety of articles and editorials concerning all aspects of law school life with satirical and humorous articles, anecdotes, caricatures, and cartoons to provide a light-hearted yet thought-provoking break in the law school routine. The publication, which is unique among law school papers, has consistently proved to be the most popular voluntary activity at the Law School. The *Devil's Advocate* staff consists of an editor-in-chief, assistant editors, and contributors. All students, faculty, and administrators are invited to participate.



Duke Law Forum. The Duke Law Forum, through films, seminars, and speakers, traditionally seeks to stimulate and educate debate on national and legal issues. More recently, the Forum has also sought to provide intellectual respite from the law by sponsoring lectures in various topics in literature, history, and philosophy. Speakers during the 1976-1977 term included The Honorable Robert Bork, Solicitor General of the United States; The Honorable L. Richardson Preyer, U.S. Congressman from North Carolina; The Honorable Frank Thompson, U.S. Congressman from New Jersey; W. G. Anlyan, M.D.,



Top Left: The Honorable Robert Bork (center), Solicitor General of the United States

Bottom Left: Judge Matthew Perry, U.S. Court of Military Appeals

Above: Congressman Frank Thompson of New Jersey

Right: Robert Morgan, U.S. Senator from North Carolina



Vice President for Health Affairs, Duke University; The Honorable Robert Morgan, U.S. Senator from North Carolina; The Honorable Matthew Perry, Judge, United States Court of Military Appeals; Richard A. Merrill, Chief Counsel, Food and Drug Administration; Martin Mayer, author of *The Lawyers* and *The Bankers*; Jack Anderson, national columnist; The Honorable William C. Friday, President, University of North Carolina; Will Campbell, self-proclaimed "redneck preacher;" Alger Hiss; Margaret Mead, anthropologist; and Mary Kaufmann, civil liberties lawyer.

Employment Opportunities

The study of law is demanding. It is designed to occupy the full time of the student and calls for the highest level of concentration. It is unwise for students to dilute their efforts by outside work, especially during the critical first year of study.

For those who find some outside earnings necessary to meet the expenses of studying law at Duke and who qualify for the College Work/Study Program under applicable federal regulations, arrangements have been made to provide some part-time employment in the Law School. A number of positions in the Law Library are filled by law students. Students are often employed in their second and third years as research assistants for faculty members. The University maintains a general Placement Office to aid in finding employment and several law students serve as undergraduate residence advisers, if they have been at Duke one year or have previously held such positions.

The opportunities for employment in the University and surrounding community are as good for spouses of law students who are teachers, computer programmers, secretaries, or nurses as in most other areas of the country. Other types of desirable positions are also available. The Assistant Dean's Office maintains a list of superintendents of schools in nearby districts which is available upon request. The University Personnel Office and the Medical Center Personnel Office assist interested persons in locating suitable employment on campus.

Book Exchange

Before the beginning of each semester, used texts may be purchased for considerably less than new texts. The Duke Bar Association administers the sale of used law books in the Law School basement.

Bookstores

Duke Law School students may purchase law school texts at the University Bookstore in the Union Building on campus or at The Book Exchange located in downtown Durham at 107 Chapel Hill Street.

Other On-Campus Facilities

Additional facilities on campus available to students include the Duke Station Post Office, a sundries store, a barbershop, a bank, and a men's store, all located in the basement of the Union Building.

Entertainment and Recreation

Within a short distance of the campus are facilities for golf, horseback riding, and woodland hiking. Students of the Law School are entitled to use the University gymnasiums, tennis courts, swimming pools, golf course, and similar facilities. North Carolina's mild climate makes golf, tennis, and sailing possible much of the school year. Kerr Lake, only an hour north of Durham, is ideal for Sunfish sailing. Other opportunities for physical activity are available in the Intramural Program, as well as through such activity groups as the outing, sailing, and cycling clubs. The North Carolina ski slopes are about three and a half hours to the west, the Outer Banks the same distance to the east.

University athletic contests are held on the University grounds at various times during the academic year. Duke is a member of the Atlantic Coast Conference. Concerts, recitals, lectures, and plays are presented frequently on campus.

Prizes and Awards

Several academic prizes and awards have been established by the Law School or are sponsored by individuals or organizations to recognize general academic excellence or high achievement in specific areas. The following list, though not complete, will indicate some of the academic prizes and awards available each year to law students who distinguish themselves.

American Jurisprudence Book Awards. American Jurisprudence Book Awards are made to the student in selected courses who obtains the highest scholastic grade in these courses. These book awards are sponsored yearly by the Lawyers Cooperative Publishing Company.

Corpus Juris Secundum Award. This award, sponsored by the American Law Book Company, is made to the student in each class who has made the most significant contribution to overall legal scholarship.

Hornbook Series Award. This award, sponsored by the West Publishing Company, is made to the student in each class who has obtained the highest scholastic average in the class for the year.

Nathan Burkan Copyright Award. Each year the Nathan Burkan Memorial Competition offers an award of \$250 to the student who writes the best paper on Copyright Law.

Prentice-Hall Tax Prize. An award, sponsored by Prentice-Hall, Inc., is made to the graduating senior who has made the most outstanding record in the courses in federal taxation.

Student Advocacy Award. This award, sponsored by the International Academy of Trial Lawyers, is made to the graduating senior selected by the faculty who has demonstrated the most outstanding ability in courtroom advocacy.

United States Law Week Award. This award is made to a graduating senior selected by the faculty as the student who has made the greatest academic progress during the final year of study. It is sponsored by the Bureau of National Affairs, Inc. and consists of a year's complimentary subscription to *United States Law Week*.

Will Drafting Contest. In order to encourage good draftsmanship of wills, the North Carolina National Bank each year conducts a will drafting contest which is open to all law students in the State of North Carolina who are not already members of the Bar. Prizes of \$50 each are awarded for the two best entries from each law school. The best of these six entries receives an additional award of \$150. The second best entry receives an additional \$50 prize.

Willis Smith Award. This award is presented annually to the member of the graduating class who has achieved the highest academic average for three years of law study. The award is sponsored by the family of United States Senator Willis Smith, a deceased alumnus, and consists of a set of legal volumes selected by the recipient of the award.



Appendix A

Former Schools of Duke Law Students

Agnes Scott College	1	Johns Hopkins University	3
Allegheny College	1	Kent State University	1
Amherst College	4	Kenyon College	1
Barnard College	1	Kuwait University	1
Birmingham Southern College	1	Lafayette College	1
Boston College	3	Louisiana State University	1
Boston University	4	Lowell Technological Institute	1
Brandeis University	1	Luther College	1
Brigham Young University	3	MacMurray College	1
Brown University	5	Marshall University	1
Bryn Mawr College	1	Massachusetts Institute of Technology	1
Bucknell University	3	Mercer University	2
Cambridge University	2	Miami University	3
Carroll College	1	Miami University at Oxford, Ohio	1
Case Western Reserve University	2	Michigan State University	2
Catholic University	2	Middlebury College	1
Centre College of Kentucky	1	Middle Tennessee State University	1
The Citadel	2	Midland Lutheran College	1
Claremont Men's College	1	Mt. Holyoke College	3
Clarkson College of Technology	1	Muhlenberg College	2
Clemson University	1	New College	1
Coe College	1	North Carolina State University	2
Colgate University	4	Northeastern University	2
College of the Holy Cross	1	Northwestern University	7
College of Idaho	1	Oberlin College	2
College of William & Mary	3	Occidental College	1
College of Wooster	3	Ohio Northern University	1
Columbia University	3	Ohio State University	3
Cooper Union	1	Ohio University	2
Cornell University	13	Ohio Wesleyan University	1
Dartmouth College	7	Otterbein College	1
David Lipscomb College	1	Ouachita Baptist University	2
Davidson College	5	Oxford University	2
DePauw University	1	Pennsylvania State University	1
Dickinson College	3	Pomona College	2
Drake University	1	Princeton University	19
Duke University	54	Purdue University	3
Duquesne University	1	Reed College	2
East Carolina University	1	Rice University	1
Eastern Kentucky University	1	Rutgers State University	4
Eastern Mennonite College	1	Simmons College School of Library Science	1
Elizabethtown College	1	Smith College	1
Emory University	6	Southern Illinois University	1
Florida Atlantic University	1	Southern Methodist University	6
Florida Southern College	1	Southwestern at Memphis	2
Florida State University	1	Spelman College	1
Franklin & Marshall College	2	St. John's University (Minnesota)	1
George Peabody College	1	St. John's University (New York)	1
Georgetown University	6	St. Olaf College	2
George Washington University	1	Stanford University	12
Gettysburg College	1	State University of New York at Albany	2
Goucher College	1	State University of New York at Binghamton	7
Guilford College	1	State University of New York at Buffalo	6
Hamilton College	2	State University of New York at Stony Brook	3
Hampden-Sydney College	1	Stephens College	1
Harvard University	13	Swarthmore College	1
Haverford College	3	Syracuse University	2
Hendrix College	2	Temple University	1
Howard University	2	Texas Tech University	1
Indiana University	1	Thiel College	1
Iowa State University	1	Trinity College (Connecticut)	1

Tufts University	2	University of North Carolina at Greensboro	1
Tulane University	1	University of Notre Dame	14
Union College	5	University of Oklahoma	2
United States Military Academy	3	University of Pennsylvania	16
Université de Neuchâtel	1	University of Pittsburgh	2
University of Akron	1	University of Redlands	1
University of Alabama	5	University of Rochester	7
University of California at Berkeley	1	University of the South	3
University of California at Los Angeles	2	University of South Carolina	1
University of California at San Diego	1	University of Southern California	1
University of California at Santa Barbara	1	University of South Florida	1
University of Chicago	2	University of Tennessee	4
University of Cincinnati	1	University of Texas	1
University of Colorado	2	University of Utah	1
University of Connecticut	2	University of Virginia	2
University of Delaware	3	University of Washington	2
University of Florida	7	University of West Florida	1
University of Georgia	2	University of Wisconsin	4
University of Illinois	5	Vanderbilt University	7
University of Iowa	1	Vassar College	5
University of Kansas	2	Wabash College	4
University of Kentucky	4	Wake Forest University	3
University of Louisville	2	Washington University	3
University of Maryland	1	Wellesley College	3
University of Massachusetts	2	Western Kentucky University	2
University of Miami	2	Western Maryland College	1
University of Michigan	6	West Virginia University	2
University of Mississippi	1	Wheaton College	5
University of Missouri	3	Williams College	7
University of Montevallo	1	William Woods College	1
University of Nebraska	3	Wittenberg University	3
University of New Hampshire	1	Wofford College	3
University of New Mexico	1	Xavier University	1
University of North Carolina at Chapel Hill	21	Yale University	14

Appendix B

Home States of Duke Law Students

Alabama	11	New Hampshire	1
Alaska	1	New Jersey	32
Arizona	1	New Mexico	2
Arkansas	3	New York	68
California	19	North Carolina	66
Connecticut	15	North Dakota	2
Delaware	4	Ohio	33
District of Columbia	5	Oklahoma	4
Florida	34	Pennsylvania	38
Georgia	14	South Carolina	15
Idaho	1	South Dakota	1
Illinois	24	Tennessee	15
Indiana	7	Texas	9
Iowa	2	Utah	3
Kansas	2	Vermont	3
Kentucky	16	Virginia	6
Louisiana	5	Washington	5
Maine	1	West Virginia	3
Maryland	11	Wisconsin	5
Massachusetts	15	Wyoming	1
Michigan	7	England	2
Minnesota	1	Kuwait	1
Mississippi	1	Panama	1
Missouri	15	Switzerland	1
Nebraska	2	Virgin Islands	1

Appendix C

First-Year Class (Class of 1979)

- Adams, Jean Taylor, B.A., M.Ed. (Duke University), Durham, North Carolina
Addison, Daniel David, B.A. (State University of New York at Binghamton), Washington, D. C.
Archbell, James Bryan, B.A. (Duke University), Aurora, North Carolina
Aull, Helen Huntley, B.A. (Wake Forest University), M.A. (University of North Carolina at Chapel Hill), Columbia, South Carolina
Baber, Bruce William, B.A. (Princeton University), Bayonne, New Jersey
Barash, Louis Jay, B.A. (Union College), Bronx, New York
Beezley, Sara Sue, B.A. (Southern Methodist University), Girard, Kansas
Bellinger, George Michael, B.A. (Tufts University), M.S. (Northeastern University), Stratford, Connecticut
Bender, Alan Ronald, B.A. (Washington University), Plainview, New York
Benfer, James Raymond, Jr., B.A. (University of California at Los Angeles), Rolling Hills, California
Beuttenmuller, Rudolf William, B.A. (Princeton University), Creve Coeur, Missouri
Bevan, Philip Ross, B.A. (Franklin & Marshall College), Durham, North Carolina
Blaha, Michael Roy, B.A. (University of Miami), Homestead, Florida
Blau, Richard Dennis, B.A. (State University of New York at Binghamton), Tucson, Arizona
Borstelmann, John Fred, B.A. (Stanford University), Durham, North Carolina
Boynton, Edwin Rodgers, B.A. (Harvard University), Southport, Connecticut
Bradford, Anne Marie, B.A. (University of the South), Winchester, Tennessee
Brandon, Dana Rhett, B.A. (Duke University), Charlotte, North Carolina
Buchanan, Gary D'Wayne, B.S. (Middle Tennessee State University), Nashville, Tennessee
Buddin, Richard Loebel, B.A. (Luther College), Des Moines, Iowa
Bunn, William Bernice III, B.A. (Duke University), Raleigh, North Carolina—M.D.-J.D. Joint Degree Program
Burke, Geraldine Anne, B.A. (University of Notre Dame), Elizabeth, New Jersey
Burnette, Mark Gunn, B.A. (Hampden-Sydney College), Holiday, Florida
Butler, Julia Hampton, B.B.A. (University of Georgia), Savannah, Georgia
Buynak, Mark Joseph, B.B.A. (University of Notre Dame), Kenilworth, New Jersey
Calistro, Roger Butler, B.A. (Cornell University), Woodbridge, Connecticut
Caplan, Janis Merle, B.A. (Emory University), M.A. (University of Chicago), Baltimore, Maryland
Carver, Claudia Anne, B.A. (Stanford University), Newport Beach, California
Clark, William Gerard, B.A. (Boston College), Rockland, Massachusetts
Clokey, Carol Elizabeth, B.A. (Wittenberg University), West Chester, Pennsylvania
Cone, Lorynn Adderholdt, B.A. (Mt. Holyoke College), Goldsboro, North Carolina
Cotter, Gregory Allen, B.A. (Northwestern University), Northbrook, Illinois
Cotter, William Joseph, B.S. (East Carolina University), Greenville, North Carolina
Coyne, Jeffrey Christian, B.A. (University of California at Berkeley), San Francisco, California
Croft, Thomas Albert, B.A. (Duke University), St. Louis, Missouri
Devine, Marilyn Jane, B.B.A. (University of Iowa), Moville, Iowa
DiGiantonio, Laura Beth, B.A. (Purdue University), M.A. (Johns Hopkins University), Baltimore, Maryland
Dufendach, Carl William, B.A. (Wheaton College), Muskegon, Michigan
Dunn, Mary Elizabeth, B.A. (University of North Carolina at Chapel Hill), Anchorage, Alaska
Elkin, Barbara Joan, B.A. (Cornell University), Brooklyn, New York
Ellingsen, Richard Douglas, B.A. (University of Washington), Seattle, Washington
Elliott, Christine Marie, B.A. (University of Delaware), Georgetown, Delaware
Emmanuel, Robert Anthony, B.A. (University of Notre Dame), Pensacola, Florida
Evans, George Walton, B.A. (Williams College), Winchester, Massachusetts—M.B.A.-J.D. Joint Degree Program
Fairfield, Kathryn Stoltzfus, B.A. (Eastern Mennonite College), Harrisonburg, Virginia
Falk, Michael Glen, B.A. (Vanderbilt University), M.B.A. (Columbia University), Paramus, New Jersey
Faustino, Alfred Luis, B.A. (Amherst College), Holyoke, Massachusetts
Fedderly, Donald Paul, B.A. (University of Pittsburgh), Seattle, Washington
Feldman, Joel Harvey, B.A. (Georgetown University), Kingston, New York
Finke, Carol Murphy, B.A. (Case Western Reserve University), Wilmington, Delaware
Finke, Richard Charles, B.A. (Case Western Reserve University), Wilmington, Delaware
Finlay, George Clement, B.A. (University of Alabama), Nashville, Tennessee
Ford, Martha Pamela, B.A. (University of Tennessee), Chattanooga, Tennessee
Forsyth, Andrew Watson III, B.A. (Allegheny College), Pittsburgh, Pennsylvania
Franek, David Michael, B.A. (University of Pennsylvania), Vernon, Connecticut
Franze, Laura Marie, B.A. (Thiel College), Pittsburgh, Pennsylvania
Freeman, David Mark, B.A. (Georgetown University), Spring Valley, New York
Friedlander, Alan Mark, B.A. (Cornell University), Manhasset, New York
Gailey, Herman Anderson III, B.A. (Dickinson College), York, Pennsylvania
Gallagher, Mary, B.A. (University of North Carolina at Greensboro), Winston-Salem, North Carolina

Gallaher, David Noel, B.A. (Duke University), Winston-Salem, North Carolina—M.B.A.-J.D. Joint Degree Program
George, Barry Alan, B.A. (Franklin & Marshall College), Doylestown, Pennsylvania
Giarla, William Francis, B.A. (Harvard University), Nahant, Massachusetts
Gilboy, Kevin Patrick, B.A. (Georgetown University), Allentown, Pennsylvania
Glass, Phyllis, B.A. (Duke University), Chapel Hill, North Carolina
Glover, Robert Mark, B.A. (Ouachita Baptist University), Little Rock, Arkansas
Graff, Aaron Glenn, Jr., B.S. (Florida Southern College), Lakeland, Florida
Gray, Carol Marie, B.A. (University of Alabama), Memphis, Tennessee
Grossman, Richard Lee, B.S. (Northwestern University), University Heights, Ohio
Guttmann, Alesh Henry, B.A. (Florida Atlantic University), Fort Lauderdale, Florida
Hadrick, Valerie Thompson, B.A., M.S. (University of Pennsylvania), Huntingdon, Pennsylvania
Halperin, Robert Mark, B.A. (Harvard University), Swampscott, Massachusetts—A.M. in Public Policy Sciences-J.D. Joint Degree Program
Harlan, William Edwards, Jr., B.S. (United States Military Academy), Gainesville, Florida
Harper, Robert Thomas, B.A. (Duke University), Bergenfield, New Jersey
Harsh, Milton Kilpatrick, B.A. (Dartmouth College), Birmingham, Alabama
Hartnig, Richard Alan, B.S. (University of North Carolina at Chapel Hill), Valdosta, Georgia
Haverland, Pamela Jean, B.A. (Ohio University), Steubenville, Ohio
Hayes, Priscilla Ellen, B.A. (Princeton University), Lawrenceville, New Jersey
Henderson, Robert Ezekiel, B.A. (Duke University), Charlotte, North Carolina
Herrin, Judy Marie, B.S. (University of Georgia), M.S. (University of Alabama), Winder, Georgia
Higgins, John Patrick, B.B.A. (University of Notre Dame), St. Petersburg, Florida
High, Mark Reynolds, B.A. (College of Wooster), Brooklyn, Ohio
Hill, David Randall, B.A. (University of Louisville), Valley Station, Kentucky
Hoff, Christopher Patrick, B.A. (Union College), Schenectady, New York
Hogue, Amy Dale, B.A. (Duke University), M.Phil. (Cambridge University), Lower Burrell, Pennsylvania
Hogue, Kristin Grace, B.A. (University of California at Los Angeles), Los Angeles, California
Hollar, Dale Everette, B.A. (Duke University), Yadkinville, North Carolina
Holzgraefe, John Richard, B.A., M.B.A. (Drake University), Quincy, Illinois
Hoagasian, Seth Harry, B.S. (Cornell University), Framingham, Massachusetts
Horton, Ricky Dale, B.S. (North Carolina State University), Concord, North Carolina
Hoyes, Elizabeth Lynn, B.A. (Mt. Holyoke College), Havertown, Pennsylvania
Hubbard, David Dwane, B.A. (Reed College), Kansas City, Missouri
Hulings, Mark John, B.A. (University of Texas), Corpus Christi, Texas
Hynes, Terence Michael, B.A. (Rutgers University), Edison, New Jersey
Jackson, Gary Walker, B.A. (Duke University), Shreveport, Louisiana
Jackson, Margo Ericka, B.A. (Howard University), Washington, D. C.
Jackson, Thomas Ray, B.A. (Western Kentucky University), Bardstown, Kentucky
Jarvis, Ronald James, B.A. (Princeton University), Kansas City, Missouri
Johnson, William David, B.A. (University of North Carolina at Chapel Hill), Lexington, North Carolina
Justice, Gary Lynn, B.S. (University of Cincinnati), Lyndhurst, Ohio
Kallal, Edward William, Jr., B.A. (University of Florida), La Grange, Illinois
Katz, John Lawrence, B.A. (Colgate University), Chapel Hill, North Carolina
Kazanowitz, Alan Jason, B.S. (Cornell University), Brooklyn, New York
Kelley, Mark Alan, B.A. (Emory University), Bowling Green, Kentucky
Kerpelman, Saul Ephraim, B.A. (Vassar College), Baltimore, Maryland
King, Jeffrey Patterson, B.A. (College of William & Mary), Berwyn, Pennsylvania—M.B.A.-J.D. Joint Degree Program
Kircher, Peter Hall, B.A. (Northwestern University), New York, New York
Kirschenbaum, Benjamin Charles, B.A. (Brown University), Rye, New York
Kort, Louis Frank, B.A. (Oberlin College), M.A. (University of Pittsburgh), B.Phil. (Oxford University), Louisville, Kentucky
Kozel, Timothy John, B.A. (Miami University), Euclid, Ohio
Kuniholm, Elizabeth Fairbank, B.A. (Duke University), Durham, North Carolina
Leas, Michael Richard, B.A. (Duke University), Jacksonville, Florida
Leclair, Thomas Joseph, B.A. (Wofford College), Myrtle Beach, South Carolina
Lerer, Neal M., B.A. (Brown University), Chelmsford, Massachusetts
Lewis, Rebecca Ann, B.A. (Stanford University), Powell, Wyoming
Lichtenstein, Michael Benjamin, B.A. (University of Maryland), Arlington, Virginia
Little, David Robert, B.A. (Davidson College), Greensboro, North Carolina
Littleton, Nancy Elizabeth Gordon, B.A. (Agnes Scott College), Atlanta, Georgia
Lorton, Michael Darrell, B.A. (Miami University), Cincinnati, Ohio
Majette, Denise Lorraine, B.A. (Yale University), Brooklyn, New York
Matson, David Wayne, B.G.S. (University of Kansas), Prairie Village, Kansas
Maysilles, David Duncan, B.A. (University of North Carolina at Chapel Hill), Durham, North Carolina

McCalley, Gray, Jr., B.A. (University of South Carolina), North Augusta, South Carolina
McCarty, Mark Steven, B.A. (Washington University), Flora, Illinois
McConnell, Rita Ann, B.A. (University of Nebraska), Omaha, Nebraska
McCoy, Richard Thomas, B.S. (Michigan State University), Timonium, Maryland
McNaught, Harry Frank, Jr., B.A. (Wabash College), Logansport, Indiana
Miller, Steve Clark, B.A., M.A. (George Peabody College), Nashville, Tennessee
Moore, William Kent, B.A. (Eastern Kentucky University), Frankfort, Kentucky
Morgan, David Welsh, B.A. (Princeton University), Allentown, Pennsylvania
Morton, Marcia Veronica, B.S. (Northeastern University), Washington, D.C.
Mountz, Timothy Wilson, B.A. (Southern Methodist University), Louisville, Kentucky
Naktenis, Patricia Eileen, B.A. (University of Connecticut), Manchester, Connecticut
Nasher, Nancy Arnole, B.A. (Princeton University), Dallas, Texas
Niesen, Thomas T., B.S. (University of Pennsylvania), Honesdale, Pennsylvania
Nordlund, William Chalmers, B.A. (Vanderbilt University), Decatur, Illinois
Overby, Solveig Jan, B.A. (Ohio University), Athens, Ohio
Palmer, James David, B.A. (Wheaton College), Newtown Square, Pennsylvania
Pearce, Michael James, B.A. (Oxford University), Dip.Crim. (Cambridge University), Newcastle-upon-Tyne, England
Pelehach, John Andrew, B.A. (University of Notre Dame), Huron, Ohio
Pendergast, Peter Robert, B.A. (University of Pennsylvania), Weston, Massachusetts
Peterjohn, Christine Margaret, B.A. (Bucknell University), Worthington, Ohio
Pettit, Stephen James, B.A. (University of Notre Dame), Hanceville, Alabama
Philp, Mary Susan, B.S. (MacMurray College), Waltonville, Illinois
Polard, Steven Gregory, B.S. (University of Kansas), Fresno, California
Portwood, Lawrence Timothy, B.A. (Stanford University), Arcadia, California
Pyles, Harmon Michael, B.A. (Duke University), Macon, Georgia
Raskin, Scott Harold, B.B.A. (University of Oklahoma), Erick, Oklahoma
Reid, Rhonda Lavonne, B.A. (Duke University), Cheraw, South Carolina
Rieser, Timothy Savage, B.A. (Dartmouth College), Norwich, Vermont
Ritter, Jeffrey Blake, B.A., M.A. (Ohio State University), Columbus, Ohio
Robertson, Neil Philip, B.A. (University of South Florida), Temple Terrace, Florida
Robinson, Percy Elliott, B.A. (Princeton University), Woodbridge, Virginia
Robinson, Sharon Ann, B.S.J. (Northwestern University), M.S.J. (Columbia University), Chicago, Illinois
Robison, Steven Kerry, B.A. (DePauw University), Brownston, Indiana
Ronan, Gail Eileen, B.A. (University of Tennessee), Memphis, Tennessee
Rotto, Howard Fred, B.A. (State University of New York at Buffalo), Valley Stream, New York
Rowley, Diane Elaine, B.A. (Wellesley College), Albany, New York
Schoettmer, Stephen Charles, B.A. (Duke University), Cincinnati, Ohio
Scholar, Sam David, B.A. (Rutgers University), Livingston, New Jersey
Schuman, Carl Jonathan, B.A. (Harvard University), New London, Connecticut
Scrudder, Henry Evans, Jr., B.S. (University of Tennessee), Hixson, Tennessee
Semmes, Francis Bolger, B.S. (University of Alabama), Huntsville, Alabama
Sheriff, James Arthur, B.A. (Boston University), Erie, Pennsylvania
Simpson, James Reid II, B.A. (Stanford University), Glen Alpine, North Carolina
Sloan, Timothy C., B.A. (Georgetown University), Brattleboro, Vermont
Small, Janet Kay, B.A. (Ohio Northern University), Amherst, Ohio
Smith, Harrison Claude, B.S. (Cornell University), Freeport, New York
Smith, Penelope Ann, B.S. (Cornell University) Greenwich, Connecticut—M.B.A.-J.D. Joint Degree Program
Smith, Robert Brewer, B.A. (Western Kentucky University), Philpot, Kentucky
Sobel, Jonathan Fredric, B.A. (Colgate University), Beachwood, Ohio
Spears, Harold Craig, B.S. (Duke University), Ironton, Ohio
Spolar, Stephen Ban, B.B.A. (University of Michigan), Renfrew, Pennsylvania
Sprung, Barbara Ann, B.A. (State University of New York at Binghamton), Maspeth, New York
Stormes, Juanita Leslie, B.A. (Ohio Wesleyan University), Grosse Point Farms, Michigan
Stuart, Richard Scott, B.A. (University of Illinois), Rochester, Illinois
Swan, Edward Patrick, Jr., B.A. (Princeton University), Miami, Florida
Tapley, Mary Taylor, B.A. (University of North Carolina at Chapel Hill), Chevy Chase, Maryland
Taylor, Daniel Lee, B.A. (Cornell University), Hawthorne, New York
Thimke, Mark August, B.A. (University of Wisconsin), Shawano, Wisconsin
Thompson, Fred III, B.A. (Yale University), Manning, South Carolina
Toop, Richard Scott, B.A. (Hamilton College), Commack, New York
Trautwein, Randall Lee, B.A. (Marshall University), Genoa, West Virginia
Tuberville, William Paul, B.A. (Hendrix College), Magnolia, Arkansas
Tucker, Brian Thomas, B.A. (Boston College), Manchester, Connecticut
Turner, Jeffrey Stephen, B.A. (University of Kentucky), Owensboro, Kentucky
Ustick, Douglas Harry, B.A. (Colgate University), Naples, New York

Van Tuyll, Hubert Paul, B.A. (University of Montevallo), Montevallo, Alabama
Villanueva, Jeffrey Mark, B.S. (University of Colorado), Short Hills, New Jersey
Vinay, Louis Ernest, B.A. (University of North Carolina at Chapel Hill), Valdese, North Carolina
Wasserman, Steven David, B.A. (Haverford College), Dayton, Ohio
Webster, David Ronald, B.A. (Texas Tech University), El Paso, Texas
Wells, Robert Travis, B.A. (Hendrix College), Little Rock, Arkansas
West, Thomas Roswell, B.A. (University of North Carolina at Chapel Hill), Raleigh, North Carolina
Weyman, Mark Lee, B.A. (State University of New York at Albany), New Hyde Park, New York
Widing, Joseph William III, B.A. (Williams College), Pittsburgh, Pennsylvania
Wiesenthal, Amy, B.A. (Cornell University), Woodmere, New York
Wilder, David Hilleary, B.A. (Williams College), New York, New York
Williams, James Edward, B.A. (Duke University), Plymouth, North Carolina
Williams, Neal Owen, B.A. (Wheaton College), Villa Park, Illinois
Williams, Peggy Anne, B.A., M.A. (University of North Carolina at Chapel Hill), Thomasville, Georgia
Wilson, William Thomas, B.A. (The Citadel), Orlando, Florida
Woolston, Vernon Lee, Jr., B.A. (Amherst College), Skaneateles, New York
Wurster, Gregory Alan, B.A. (Kenyon College), Centerville, Ohio
Yankwich, Richard Ingram, B.A. (Stanford University), Urbana, Illinois
Yavitz, Randall Scott, B.A. (Stanford University), St. Louis, Missouri
Yergler, Jon Carl, B.A. (Wheaton College), Watseka, Illinois
Zatz, Clifford Jack, B.A. (Boston University), Natick, Massachusetts
Zucker, Evan Harris, B.A. (University of Rochester), Flushing, New York

Second-Year Class (Class of 1978)

Adler, Jan Mark, B.A. (Cornell University), Livingston Manor, New York
Alemán, Jaime Eduardo, B.A. (University of Notre Dame), Panama City, Republic of Panama
Alford, Margaret Suzanne, B.A. (Louisiana State University), Hammond, Louisiana
Anlyan, William George, Jr., B.A. (Guilford College), Durham, North Carolina
Antley, Kenneth Furman, B.A. (Davidson College), M.A. (University of North Carolina at Chapel Hill), C. North Carolina
Apgar, Robert H., B.S.B.A. (Bucknell University), Martinsville, New Jersey
Arnold, Steven James, B.A. (Centre College of Kentucky), Madisonville, Kentucky
Baird, Benita Sue, B.A. (Princeton University), Tamarac, Florida
Baker, John Samuel, B.A. (Oberlin College), Fort Worth, Texas
Banahan, Jana Sue, B.S. (Vanderbilt University), Lexington, Kentucky
Barnett, Reggie Lawrence, B.A. (University of Notre Dame), Flint, Michigan—M.B.A.-J.D. Joint Degree Program
Bernat, David Alan, B.A. (Union College), Hartford, Connecticut
Bernstein, Deborah Lynn, B.A. (Bryn Mawr College), Chevy Chase, Maryland
Blade, Mary Ellen, B.A. (Rice University), Houston, Texas
Blair, George Walker III, B.A. (University of North Carolina at Chapel Hill), Burlington, North Carolina
Blum, Robert Mark, B.S.J. (Northwestern University), Bowie, Maryland
Bowen, Gary Lee, B.A. (University of New Mexico), Albuquerque, New Mexico
Boyd, Brook Dennis, B.A. (Harvard University), Old Westbury, New York
Brett, Anthony Harvey, B.A. (Yale University), Ahoskie, North Carolina—A.M. in Public Policy Sciences Joint Degree Program
Brooks, Susan, B.A. (University of Florida), Fort Pierce, Florida
Brunette, Richard Wallace, Jr., B.A. (University of Wisconsin), Green Bay, Wisconsin
Buchan, Jonathan Edward, Jr., B.A. (Princeton University), Mullins, South Carolina
Caldwell, Lori Jean, B.A. (University of Florida), Fort Lauderdale, Florida
Capra, James Joseph, Jr., B.A. (Yale University), New Hyde Park, New York
Cargill, Gary Bennet, B.A. (Haverford College), Haddonfield, New Jersey
Christensen, Phillip Carl, B.A. (Midland Lutheran College), Fremont, Nebraska
Clark, David William, B.A. (Princeton University), Palm Beach Gardens, Florida
Clark, Reginald Jerome, B.A. (Duke University), Scotland Neck, North Carolina
Collins, Wendy Ann, B.A. (Wellesley College), Washington, D.C.
Condon, Charles Molony, B.A. (University of Notre Dame), Charleston, South Carolina
Connolly, Richard Earl, B.A. (University of Akron), Cuyahoga Falls, Ohio
Cooke, William Owen, B.A. (Amherst College), Greensboro, North Carolina
Corrigan, Brian Henry, B.S. (University of Pennsylvania), Durham, North Carolina
Cozart, Robert Toombs III, B.A. (University of North Carolina at Chapel Hill), Tampa, Florida
Crawford, Serena Ann, B.A. (Southwestern at Memphis), Maryville, Tennessee
Davis, Kenneth Roy, B.A. (Kent State University), Mogadore, Ohio
Dillman, Rodney Joe, B.S.Ed., M.A. (Kent State University), Lima, Ohio
Doak, William Keff, B.A. (Vanderbilt University), Huntsville, Alabama

Dockterman, Michael Robert, B.A. (Yale University), Rock Island, Illinois
Doskey, Dwight Michael, B.S., B.A. (Tulane University), Covington, Louisiana
Dottheim, Steven Robert, B.A. (Duke University), Clayton, Missouri
Ebenstein, Douglas Steven, B.A. (Brown University), West Hartford, Connecticut
Edelheit, Susan Linda, B.A. (State University of New York at Stony Brook), Hartsdale, New York
Fisher, Evans Watkins, B.A. (Davidson College), Winston-Salem, North Carolina
Fishman, Mark Alan, B.A. (Williams College), Merion, Pennsylvania
Friedman, Andrew Steven, B.A. (University of Rochester), Murray Hill, New Jersey
Gergel, Richard Mark, B.A. (Duke University), Columbia, South Carolina
Gilford, Steven Ross, B.A. (Dartmouth College), Evanston, Illinois—A.M. in Public Policy Sciences-J.D. Joint Degree Program
Goddard, John Andrew, B.E. (Vanderbilt University), Maryville, Tennessee
Gordon, Hugh Bernard, B.A. (Harvard University), M.L.S. (Simmons College School of Library Science), Washington, D. C.
Griffin, Susan O'Hara, B.A. (University of the South), Lexington, Kentucky
Gronek, Robert John, B.S. (Ohio State University), Columbus, Ohio
Gross, Jonathan Matt, B.S. (State University of New York at Binghamton), Woodside, New York
Halleck, Nancy Hope, B.A. (University of Wisconsin), Chapel Hill, North Carolina
Hamm, Carolyn Jean, B.A. (Princeton University), M.A. (Cornell University), Westfield, New Jersey
Happel, Ann Margaret, B.S. (William Woods College), Palmyra, Missouri
Harrop, Ronald Leslie, B.A. (State University of New York at Stony Brook), Kings Park, New York
Hasnas, John, B.A. (Lafayette College), Woodmere, New York
Herman, Jerry Harold, B.A. (University of Pennsylvania), Scarsdale, New York
Herzig, David Floyd, B.A. (Duke University), Minot, North Dakota
Hoey, Marilyn Ann, B.A. (University of Florida), Atlantic Beach, Florida
Holzswieig, Sarah Frances, B.A. (Duke University), Doraville, Georgia
Hopfinger, Jane Baker, B.A. (University of Rochester), Pittsford, New York
Horan, Michael Patrick, B.S.J. (Northwestern University), Boca Raton, Florida
Horvitz, Richard Alan, B.A. (Princeton University), Shaker Heights, Ohio
Hunter, Charles Clark, B.G.S. (University of Michigan), Saginaw, Michigan
Ichel, David William, B.A. (Duke University), Edison, New Jersey
Jackson, Karen lantha, B.A. (Barnard College), Greensboro, North Carolina
Jacobowitz, Howard Stephen, B.A. (Hamilton College), Merrick, New York
Jahns, Alfred Francis, B.A., M.S. (Stanford University), Menlo Park, California
Jaques, Bruce Donald, Jr., B.A. (Stanford University), Escondido, California
Jenkins, Michael, B.A. (Haverford College), Orangeburg, New York
Johnson, Michael Richard, B.A. (University of North Carolina at Chapel Hill), Montgomery, Alabama
Johnson, Thomas Edward, B.A. (St. John's University, Minnesota), Jamestown, North Dakota
Jones, James Thomas Royster, B.A. (University of Virginia), Jacksonville, Florida
Jupiter, Clare Frances, B.A. (Yale University), New Orleans, Louisiana
Kane, David Lyons, B.S. (University of Alabama), M.S. (University of Pennsylvania), Mobile, Alabama
Kay, Christopher Kent, B.A. (University of Missouri), Kirkwood, Missouri
Kehoe, Christopher Burlee, B.A. (Tufts University), Chevy Chase, Maryland
Keller, Homer Michael, B.A., M.A. (Dartmouth College), Peoria, Illinois
Klemperer, Leslie Peter, B.A. (State University of New York at Stony Brook), Bronx, New York
Kohler, David Campbell, B.A. (Duke University), Roslyn Heights, New York
Kruetzkamp, Robert Stephen, A.B. (Xavier University), Fort Mitchell, Kentucky
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Lewis, Gregory Scott, B.A. (Amherst College), New Canaan, Connecticut
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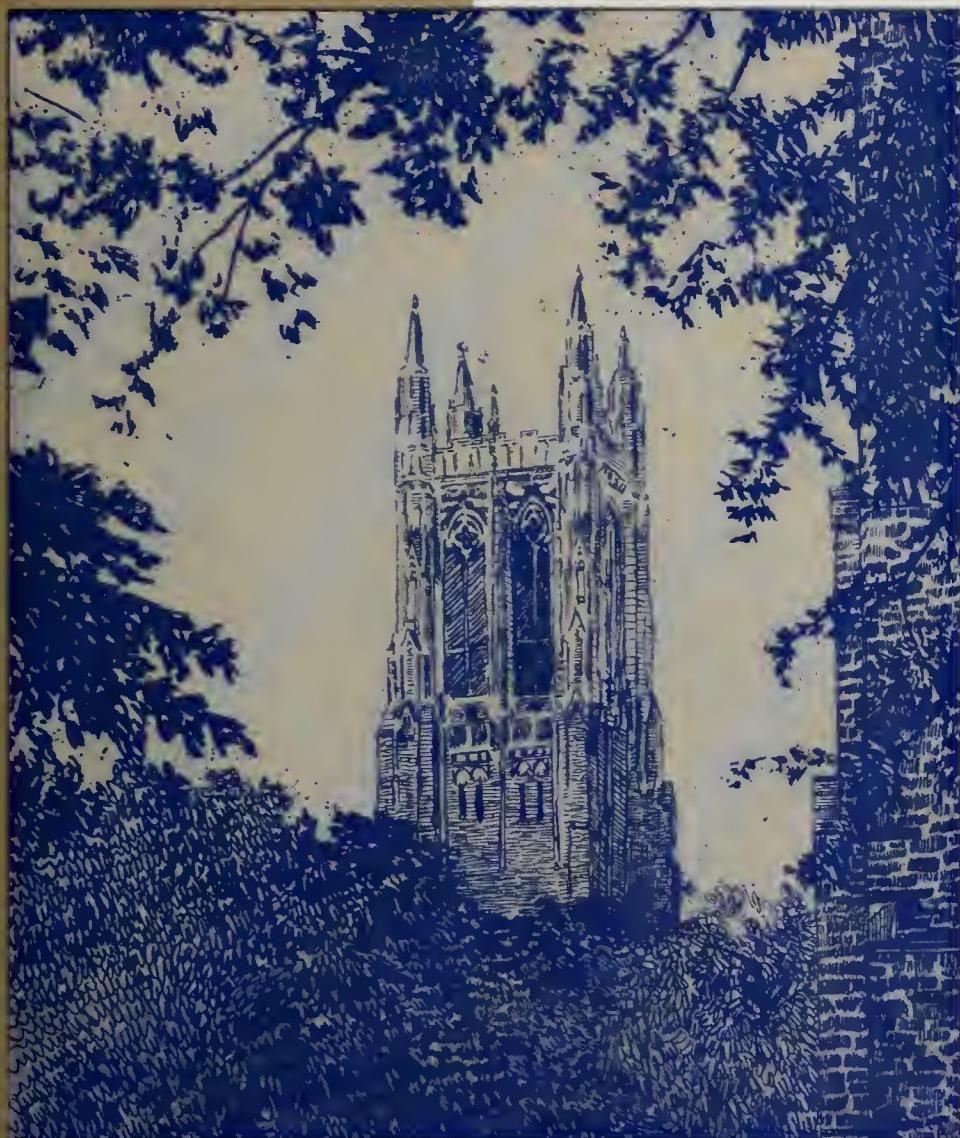
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*Robert F. Durden joined the faculty of Duke University in 1952 and is now professor of history and chairman of the Department of History. He is also the author of five books in the field of United States history during the nineteenth and early twentieth century, the most recent being *The Dukes of Durham*, 1865-1929.*

One Person's Duke

by Robert F. Durden

Being a native Southerner, although a reconstructed one, I have grown during my more than twenty-three years at Duke University to be keenly interested in and attracted by a special quality that I find in Duke's history and in the university today. It is not easy, especially for a long-winded professorial type, to explain in a few words. But it has to do with the fact that Duke is where it is—in North Carolina and the South—and the kind of institution that Duke has been and is.

In the first place, North Carolina has always been in some ways both a quintessential Southern state and, at the same time, an un-Southern Southern state. Let me mention a few of the Southern aspects first. The largest social class in the South before the Civil War, and for several decades after it too, was made up of yeoman farmers—men and women who owned their modest acreage and worked hard to make their livelihoods from it. North Carolina, with relatively few great plantations, was the special home of the small farmers. The individualism and self-reliance that once characterized so much of agrarian America lasted long in North Carolina—and has not, in fact, completely disappeared to this day.

On the other hand, the Tar Heel state has never fully conformed to certain historic Southern norms. There has always been an attractive element of other-mindedness about North Carolina. There have been, for example, more dissenters and exceptions-to-the-rule in North Carolina than in either of her neighboring states, Virginia and South Carolina.

Perhaps that other-mindedness furnishes a clue as to why the trustees of struggling little Trinity College, our institutional forebear, picked an audacious, innovative Yankee, John F. Crowell, to become president in 1887. That was a time when so much of the South was still mired in bitter memories of the Civil War and sectional defensiveness, yet Trinity dared to be different.

Trinity, in fact, aspired to excellence. Now, aspirations toward excellence are not uncommon among educational institutions. Practically all of them mouth the words, sooner or later. To dream of excellence and to begin to have the money to pay the inevitable costs of it, however, was an experience known to precious few colleges in the poverty-stricken South of eighty or so years ago.

President Crowell and the newfangled, young Ph.D.s he had to recruit for the faculty when Trinity moved to Durham in 1892 not only dreamed of excellence. They found patrons in Washington Duke and his son, Benjamin N. Duke, who gradually began to pay the bills for it. The momentum of the college increased around the turn of the century. The Dukes, rich Republicans in what was then a veritable sea of Southern Democrats, preferred a broad national outlook to a sullen sectional one. North Carolina could tolerate such an institution as Trinity even if many in the state did not exactly love it, and many, especially Methodists, did love and try to support it. Money from the Duke family allowed Trinity College to enjoy an independence and a critical stance that few other Southern educational establishments in the first decades of this century could match.

When James B. Duke, Washington Duke's youngest son, prepared to underwrite the organization of a university around Trinity in 1924, the college was ready. An interesting college with a distinctive style and history became, rather gracefully and naturally, a university that still strives toward excellence—and still struggles to pay the mounting costs of it.



So Duke University, like North Carolina, is both Southern and un-Southern. On the wooded edge of a medium-sized industrial city, Duke is also on the edge of its own forest of some eight thousand acres. As a faculty member myself, I must leave it to others to speak about that component of today's university. But I will arbitrarily select a few of Duke's continuing, special attractions for me. As universities go, we are, thank God, still small, and all the evidence suggests that we will remain so. We have a cosmopolitan student body with whom, most of the time at least, it is both pleasant and challenging to engage in the learning process. Duke has one of the finest libraries in the country, not just in terms of the size of its holdings and the handsomeness of its facilities but in the friendly helpfulness of its dedicated staff. Five minutes from my office on West Campus, I can be in the Sarah P. Duke Gardens and the peaceful woods around them—and I go there first on most working days, in fact on the way to work. From different spots in those gardens, one can see the Gothic towers of West Campus. The stone is warmly colored and from a nearby hillside and, as Woodrow Wilson put it, we have put "those lines in our architecture which point every man's imagination to historic traditions of learning in the English-speaking race." For those reasons as well as the sheer beauty of the buildings, I enjoy living with the Tudor Gothic style of West. On East Campus, where I liked being officed for more than twenty years in one of the too few buildings that remain from Trinity days, both the spacious grounds with their magnificent trees and the red-brick Georgian architecture are balms for anyone who will take the time to note his or her surroundings.

Trinity and Duke were here long before any of us now in residence came on the scene. They will be here long hence. That fact, in itself, is one of the enduring satisfactions to be derived from being a part of an institution like Duke.

The University





When James B. Duke granted his Indenture of Trust transforming college to university in 1924, coordinate liberal arts colleges for men and women were established on the West and East Campuses, and provision was made for programs in engineering and nursing. In September, 1972, almost fifty years later, the two liberal arts colleges merged, and three divisions now comprise the undergraduate student body—Trinity College of Arts and Sciences, the School of Engineering, and School of Nursing.

The library collection at Duke of 2.6 million volumes and four million manuscripts is recognized nationally as a superior resource for research of all types. There are comfortable study areas within the library and a Rare Book Room which is the University's repository for its collection of more than 30,000 rare books and manuscripts, including nearly all the first editions of Frost, Byron, Whitman, and George Eliot. Through a reciprocal agreement, the libraries of the University of North Carolina at Chapel Hill, North Carolina Central University in Durham, and North Carolina State University at Raleigh are also open to Duke students.

The effort of the University to enhance student and faculty research is evident as well in the presence of several laboratory facilities. Among them are the Paul M. Gross Chemical Laboratory, a regional Nuclear Structure Laboratory, a hyperbaric unit recognized for its use in the application of atmospheric pressure in experiments and delicate surgical procedures, and a phytotron allowing the duplication of environmental conditions found anywhere in the world.

- The Institute of Policy Sciences and Public Affairs attempts to augment classroom theory by providing opportunities for the analysis of existing public policies and the institutions which administer them. It serves as a framework in which students and faculty from many disciplines work together in problem-oriented research and teaching.
- The newly completed Mary Duke Biddle Music Building provides ample practice and classroom facilities for both music majors and non-majors. It contains, in addition, an electronic music laboratory and two recording studios.
- Located in Beaufort, North Carolina, the Marine Laboratory has two research vessels, the *Eastward* and the new *John de Wolfe II*, designed specifically for research in biological oceanography. Though the laboratory is used primarily for graduate study in marine science, a newly established interdisciplinary program now makes it possible for qualified undergraduates to spend the spring semester there.



The art museum on East Campus houses the University's permanent collections as well as those on loan from individuals and other museums. It is perhaps best known for the Brummer collection, containing sculpture and decorative arts of the Middle Ages and Renaissance.

The Sarah P. Duke Gardens, which annually attract about 100,000 visitors, were given by Mary Duke Biddle in honor of her mother and were opened to the public in 1934. Administered by Duke University's Botany Department, the gardens span fifteen acres near the heart of the campus.

The University's most enduring asset, however, is the wealth of human resources common to both college and community. From its earliest beginnings in 1838 as Brown's Schoolhouse to its present status as an evolving institution, Duke has cultivated the positive interaction of different personalities, intellects, and ways of life.



View from Duke Marine Laboratory, Beaufort, N.C.



Undergraduate Life





The Academic Setting

The University has designed a curriculum that provides structure for those students preferring clearly defined academic programs and flexibility for those whose scholastic interests demand independence.

Curriculum options allow a student in the liberal arts to major in a single department or to expand a course of study to include work in related departments. A viable plan of study can be designed as an alternative, under the broad guidelines of Program II, which are well worth investigating. In addition, Free University and house courses, independent study, and study abroad complement the Duke academic experience.

Although Trinity College of Arts and Sciences and the Schools of Engineering and Nursing exist for distinct educational purposes, the importance of the liberal arts is acknowledged and encouraged by the professional schools, and liberal arts students are able to supplement their work with elective courses in Engineering and Nursing. Students in each division are advised to explore opportunities in all three divisions.

Faculty advisers are available to all students for consultation and assistance in the design of their programs of study. A number of faculty members agree each year to serve as academic advisers for freshmen and departmental advisers for upperclassmen. Students may also consult departmental directors of undergraduate studies, supervisors of freshman instruction, and the academic deans of the colleges.

Academic advising and career counseling is available for students seeking careers in the health professions through the Office of the Adviser for the Health Professions. The advisory service includes the whole range of health professions: predental, preveterinary, premedical, pre-allied health, hospital and health administration, etc. A recent grant from the Commonwealth Fund will aid not only in strengthening counseling, but also in enriching course offerings so that students can benefit from the flexibility and individual choice that is characteristic of undergraduate education at Duke University. A special feature of the new program is the early identification of candidates for the Duke School of Medicine, to be carried out under guidelines being formulated by the Health Science Education Committee.



Study Abroad, a curriculum option that is popular among undergraduates, is best undertaken during the junior year, after course requirements have been filled. A Duke student may earn up to eight course credits during an academic year for approved work completed in a foreign university or for an approved program abroad sponsored by Duke or another American college or university. All language departments at Duke encourage their majors to study abroad for at least one semester; however, the programs are not restricted to language majors. To be eligible for summer, semester, or year programs, the student must have a scholastic average of at least a *B*—.

Various summer programs are offered by Duke, such as a program in Twentieth-Century British Studies at Oxford University, England; a Biblical studies course in archeological investigation in Israel; as well as summer terms in Muenster, Germany and in Spain. In these summer programs, the students enroll at Duke, pay the appropriate fees to Duke and receive Duke grades.

A semester program is conducted in Vienna for Duke students interested in music. In addition, students of English literature may apply to participate in a year-long exchange program with the University of Warwick in England.

Duke students have traditionally participated in many other study-abroad programs sponsored by various colleges and universities. Groups of students and faculty have studied with other institutions in Italy, France, Spain, and Germany. In all these programs students enroll at Duke and pay appropriate tuition for the semester or summer term.

Professional school preparation includes programs in law, medicine, and forestry that are not as confining academically as some would believe. For instance, premedical students are able to devise course schedules which not only include the courses recommended by medical schools, but accommodate more personal academic interests as well.

Course credit toward completion of graduation requirements is awarded only on the basis of the Advanced Placement examinations of the College Entrance Examination Board. In most cases, a score of 4 or 5 will earn degree credit, and a score of 3 will merit conditional credit. Final acceptance of a score, however, is at the discretion of the department involved.

The Achievement Tests of the College Entrance Board are utilized by individual departments for placement, and in some cases students who perform well on these tests are relieved of introductory requirements. For example, a one-semester course requirement in English composition may be waived for students having scores of 700 or above on the English Composition Achievement Test.

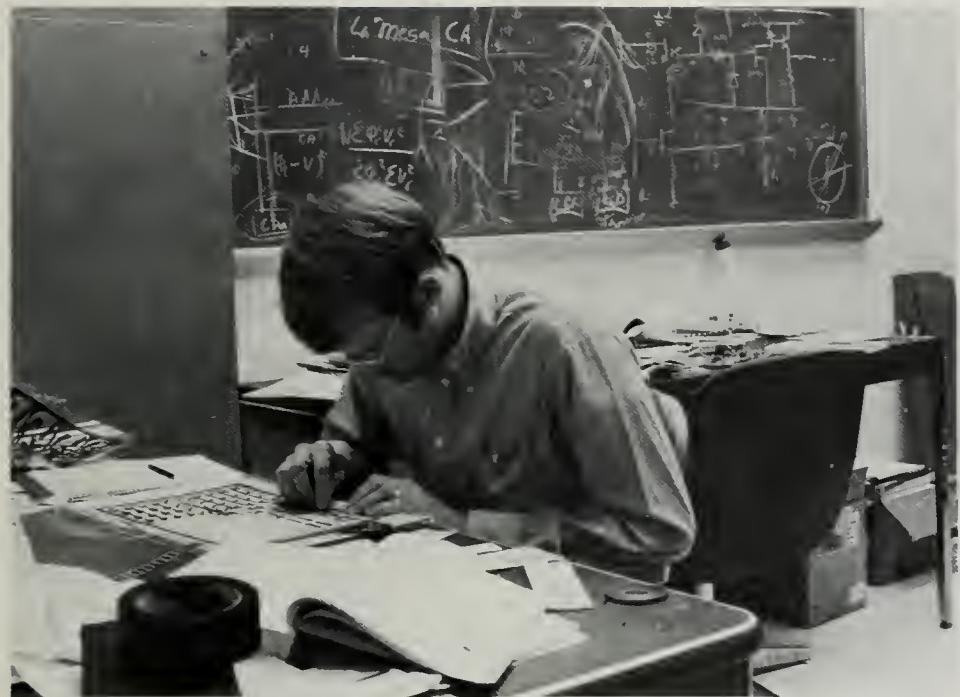


TRINITY COLLEGE OF ARTS AND SCIENCES

Trinity College of Arts and Sciences, the largest of the undergraduate divisions, comprises approximately 4,500 undergraduate men and women. Program I, the curricular plan chosen by most students, is a framework which includes study in the natural sciences and mathematics, the social sciences, and the humanities. Students pursue the requirements for a major in one of these areas, undertake advanced study in a second, and elect at least two courses within the remaining area. Interdisciplinary programs, such as public policy studies, comparative literature, and comparative area studies of Africa, Asia, and Latin America, provide for some undergraduates an alternative to the departmental major. Other students design programs involving work in two or more departmental areas, so that the resulting curriculum is a unique and adequate basis for graduate work. Exposure to seminars, tutorials, and other classroom formats in which dialogue between students and faculty is predominant constitutes an integral portion of each student's curriculum. This exposure is intensified during the junior and senior years as advanced seminars and independent study become more significant aspects of the academic experience.

Program II exists for students who wish to design their own curriculum in order to accommodate unusual interests and talents, or a combination of interests and talents. A student first secures approval from the University's Program II committee and counsel from a member of the department closely related to a proposed course of study, and then goes on to design a working plan compatible with individual interests. The committee and adviser assess the student's background and determine, in conjunction with the student, whether the University has sufficient resources to meet desired goals. However, Program II students are not necessarily restricted to University resources and in many cases they have received academic credit for work completed away from the Duke campus. Since acceptance into the program releases these students from most standard curricular requirements, they are free to develop educational experiences of almost any emphasis. Topics have included such areas as environmental policy, Middle Eastern and Judaic studies, architecture and urban planning, history and philosophy of science, the performing arts, and bio-ethics. Ordinarily, a student designs a plan of work after at least one semester at Duke. Applicants to the University, however, may present a preliminary proposal to the Admissions Office for tentative review and comment by the Program II committee.





THE SCHOOL OF ENGINEERING

Engineering is defined broadly as the application of technology for purposes of satisfying environmental needs. Duke's School of Engineering attempts to provide its students with the ability to assess and meet those needs through the development of effective technological methods. The engineering curriculum at Duke is therefore characterized by a modification of the scientific and technological environment that acknowledges and includes the liberal arts tradition.

The School of Engineering offers a four-year program leading to the degree of Bachelor of Science in Engineering (B.S.E.) with majors in the areas of biomedical, civil, electrical, and mechanical engineering and materials science, or in individually approved interdisciplinary programs of study. The following are general course requirements that most engineering majors fulfill: English 1; four mathematics courses stressing topics in analysis (calculus), linear algebra, and differential equations; Chemistry 11; Physics 51 and 52; four courses in the humanities and social sciences; and three courses in selected areas of engineering science. Of the remaining seventeen courses required for graduation, the major department specifies between eight and eleven courses, leaving between six and nine as electives.

Small-group learning experiences are an integral part of the engineering program at Duke because of the relatively small enrollment in the School of Engineering. Independent projects and study may be pursued, mainly in the junior and senior years, and these earn regular course credit.

Students may design curricular plans satisfying requirements for the B.S.E. with major work in two areas; the second major may involve work in another engineering department or in a department in the arts and sciences. Engineering students are currently pursuing second majors in chemistry, mathematics, management sciences, public policy studies, psychology, and zoology. In fact, one of the strengths of the engineering program at Duke is its ability to prepare students for a variety of career options. Recent graduates not only have been sought after for employment as engineers, but they have been accepted into graduate and professional schools in engineering, medicine, law, business administration, economics, oceanography, city planning, journalism, materials science, public administration, physics, and psychology.



THE SCHOOL OF NURSING

The School of Nursing offers a four-year program in which students develop professional competence as well as sensitivity to the needs of people. The curriculum is flexible, expanding from an initial two-year foundation in natural and behavioral sciences to an intensive preparation in theoretical and clinical nursing during the third and fourth years.

A unit of the University Medical Center, the School of Nursing is also one of three undergraduate divisions at Duke University. As a result, the nursing student is able to benefit from professional challenges as well as those afforded by outstanding liberal arts and engineering programs. Instructional and clinical facilities include the 823-bed Duke Hospital, the Veterans Administration Hospital, and the Lenox Baker Cerebral Palsy and Crippled Children's Hospital of North Carolina. Each of these facilities offers opportunities for pursuit of specific interests.

More detailed information about the nursing program follows on page 45 of the *Bulletin* and prospective students are encouraged to write to the Office of the Dean in the School of Nursing if questions arise.





Kalman J. Cohen, Professor of the School of Business Administration, at Sprig, a new salad bar on West Campus



Epworth Inn



The Residential Setting

Students entering Duke as freshmen choose from among living groups of various types on East or West campus. The residential structures provided include women's and men's dormitories, coeducational dormitories, freshman and four-year houses, and federations of dormitories, all of which determine their social regulations by vote of the membership. Fraternities and sororities exist as a supplement to the residential/social structure, and not as a substitute for it. The men who join fraternities often live together in sections of dormitories, and the sorority structure is non-residential. Approximately 45 percent of the students belong to fraternal organizations.

In some instances, distinct living groups exist for students with special interests. Epworth Inn, for example, is a women's dormitory in which student interest centers on the contemporary arts. Housed in a dormitory on the East campus, SHARE consists of men and women from the three undergraduate divisions who have attempted to create a more deliberate blend of their academic interests. Women students in the School of Nursing live in dormitories which are convenient to the University Medical Center and also within walking distance of the West Campus.



Central Campus Apartments



Some living groups initiate dormitory courses which vary each semester according to the interests of the students. Recent course topics have included the History of Black Music in America, the Emergence of the American Woman, Auto Engineering, Drama, and Community Politics.

Freshmen can be assured of dormitory space for four full years. Those who wish to live off campus, however, may petition to do so after the freshman year. Dining facilities are available throughout the University. Students on the East Campus pay a fixed five-day or seven-day sum; those on the West Campus pay for each meal individually.

The Counseling Center provides a professional counseling service designed to aid students in gaining a better understanding of themselves and the opportunities available to them. Counseling in the areas of career planning, educational opportunities, and personal and social adjustment is available to those who seek it. The Office of Placement Services provides career counseling as well and assists in the placement of Duke students in professional positions after graduation.

The Student Health Program is closely related to the teaching hospital of the University Medical Center and provides a service for students during their undergraduate years.

STUDENT GOVERNMENT

The Associated Students of Duke University (ASDU) has evolved over the past few years into a strong advocate for student concerns and has gained an influential role in determining policy decisions which affect the entire University. ASDU representatives serve on all University committees, all sub-committees of the Undergraduate Faculty Council of Arts and Sciences, and on the major committees of the Board of Trustees. Two recent graduates serve on the full board. Groups formulating University social and residential policies have one-half student membership, and students participate in substantial numbers on search committees for high-level administrators.

The Engineers' Student Government coordinates the activities of all student organizations within the School of Engineering, acts as a liaison with the Associated Students of Duke University, and represents the interests of engineers in their relationships with the public, faculty, and administration.

The Nurses' Student Government Association governs the student body of the School of Nursing and encourages each student to develop and exercise personal, academic, and professional responsibility, and at the same time to realize autonomy within the regulations of the community.

The Men's Interfraternity Council (IFC) is composed of eighteen Greek letter residential living groups—fifteen national and three local fraternities. The purpose of the IFC is to establish and maintain a framework of harmony and growth for the fraternity system, and to promote programs which improve the living situations and the educational life in the member houses.

The Panhellenic Council, representing nine sororities, works to unify the campus sorority structure and to coordinate activities in which sorority women participate. Although the council encompasses legislative, executive, and judicial duties, each sorority manages its own internal affairs.

The Undergraduate Judicial Board has twenty-one members. Twelve are students from each of the undergraduate colleges and schools, six are faculty members, and three are representatives of the administration. The Board adjudicates student disciplinary cases and disputes.

THE UNIVERSITY UNION

The Union exists to promote social, recreational, and cultural activities on campus. It is actively involved in the planning and fund raising activities for a new Union Building.

The Drama Committee works to further dramatic interest and understanding on the campus and in the community. Professional companies provide the major thrust of the committee's involvement through its "Broadway at Duke" series, although the committee's activities include seminars, receptions, cast parties, workshops, and readings.

The Freewater Film Society, which is beginning its fourth year as a Union Committee, sponsors two film series, one dealing with foreign and classic films and the other with recent popular films. Freewater is also involved with the production of student films, some of which have been nationally recognized.

The Graphic Arts Committee provides the campus with a series of exhibits by local and nationally known artists. It sponsors craft fairs and student competitions in photography and art.

The Major Attractions Committee brings to Duke quality contemporary groups, with its main emphasis on rock, jazz, and blues performers.

The Major Speakers Committee sponsors appearances of prominent individuals in all fields of endeavor—politics, government, education, science, sports, religion, and the arts.



Stokley Carmichael speaks on the quad



THE ARTS

The **Symphony Orchestra** prepares and presents two major concerts each year, usually with a distinguished soloist.

The **Wind Symphony** stages two formal concerts each year and a series of informal concerts, many of them in the Sarah P. Duke Gardens. The repertoire includes works written on commission for Duke University. A concert tour is scheduled each spring.

The **Marching Band** and the **Pep Band** bring musical pageantry to major athletic events.

The **Chapel Choir** of approximately 150 voices provides music for the Duke University Chapel worship service and presents in concert performances many sacred masterpieces of Western civilization.

The University Chorale performs secular choral works of historical and contemporary interest. A spring concert tour takes this 100-member chorale to a number of metropolitan centers along the Eastern seaboard.

The Collegium Musicum is a small ensemble whose repertoire features Renaissance, Baroque, and medieval compositions.

Student Chamber Music Ensembles, organized formally for course credit and informally as an extracurricular activity, explore the literature for string, wind, and keyboard media.

The Performing Arts Committee attracts major performers in the fields of jazz, folk, modern dance, ballet, and other areas of community interest. It sponsors local and regional groups, including the Carolina Repertory Company and the Triangle Recorder Society. Master classes, lecture-demonstrations, and informal receptions involving the arts are scheduled with most performances.

Duke Players presents four major plays and several workshop productions each year. Plays are presented in three-fourths round, arena, and proscenium theaters. The organization is open to all students, and members serve in all phases of dramatic art.

Hoof 'n Horn, a self-supporting theatrical group, presents a minimum of three musical productions a year, two or more in an intimate 120-seat theater called "Fred," and one larger production in Page Auditorium during Joe College and graduation weekends. *Cabaret, The Fantasticks, Applause, and Promises, Promises* are selections from recent years.

The Duke Dance Group welcomes anyone with an interest in modern dance and offers opportunities for both performance and choreography.

THE MEDIA

The Publications Board, composed of students, faculty, and administrators, oversees all official undergraduate student publications. It is empowered to choose editors and business managers and to review and approve the financial statements of all franchised publications.

The Archive, the literary magazine, seeks to strengthen and encourage the growth of creative arts at Duke by publishing contributions from the Duke community in the fields of poetry, fiction, book reviews, essays, fine art, and photography. The staff also sponsors the Blackburn Literary Festival.

The Chanticleer is the University year-book.

The Duke Chronicle, the campus newspaper published Monday through Friday of each week, covers campus and national news and sports and includes national news coverage provided by the New York Times News Service. Positions for work in all departments, including news, sports, features, arts, business, and photography, are open to all undergraduates.

The DukEngineer is a semi-technical magazine published four times a year by students of the School of Engineering.

Hotline, published monthly by the cadets of Air Force ROTC, contains organizational news, interviews, and editorials.

WDUR, the campus AM radio station, offers training and on-air experience for all interested students. **WDBS**, the on-campus FM station, broadcasts progressive rock, jazz, and concert music throughout the Triangle Area.

RELIGIOUS ORGANIZATIONS

Though religious activity at Duke is both voluntary and personal, the University provides several provocative opportunities for fulfillment of religious interests. The ecumenical attitudes of the student body are best conveyed through interdenominational worship services held weekly in the Duke Chapel. Individual denominations are rep-

resented by distinct groups in an effort to accommodate specific religious preferences. For example, Hillel, an organization for Jewish students, sponsors weekly services as well as celebrations for all festival occasions of the Jewish tradition. The Newman community celebrates Mass each Sunday. On the first Sunday of each month, a special worship service is sponsored for and by Black students.

The Duke University Parish Ministry provides services to the student body through the cooperative work of staff, faculty, and community members representing the Baptist, United Methodist, Roman Catholic, and Presbyterian constituencies. Lutherans, Episcopalian, Bahais, and the Society of Friends also constitute religious groups on campus, in addition to the Inter-Varsity Christian Fellowship, Campus Crusade for Christ, and the YW-YMCA. Through these and other organizations, students are able to participate in study and service projects concerning topics such as world hunger, prison reform, racism, sexism, and human sexuality.



Kirk Johnson from Newport News, Virginia, works at the campus radio station WDUR



Dori Rabin, a sophomore from Skokie, Illinois

ATHLETICS

Varsity sports for men have a long history of successful intercollegiate competition in baseball, basketball, fencing, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling.

Women's varsity sports have grown rapidly during the past decade from occasional extramural games to intercollegiate competition in basketball, golf, gymnastics, hockey, swimming, tennis, and volleyball. Track, lacrosse, crew, and fencing teams engage in competition with other colleges although they are not recognized as varsity sports.

RECREATION

Intramural activities provide an opportunity for all students to engage in sports of their choice. There are three active programs: men's, women's, and coeducational. Lighted tennis courts, an intramural building on West Campus, and a new recreation and physical education facility being designed for East Campus are increasing the opportunities for participation.

Club sports supported by ASDU offer still another opportunity for students to participate in activities of their choice. Among these clubs are folk dance, karate, rugby, sailing, soccer, and synchronized swimming.

Independent recreation may be pursued whenever facilities of East and West Campus are not scheduled. Three pools have open swimming hours, and the running tracks, tennis courts, exercise rooms, and other courts and fields are also available whenever possible.

Project WILD (Wilderness Initiatives for Learning at Duke), a Duke program patterned after Outward Bound, is offered to entering freshmen and transfer students. This unique program is an opportunity to develop a sensitivity to the thoughts and feelings of fellow students, as well as a finer appreciation for the beautiful North Carolina wilderness. A brochure and application will be sent to all students upon acceptance to Duke.



Bob Haigh, New Canaan, Connecticut, and Beverly Mason, Owensville, Indiana, on the practice area of the Duke golf course.



MISCELLANY

A complete annotated list of undergraduate activities would be unwieldy; students whose interests are not listed below are encouraged to write for information.

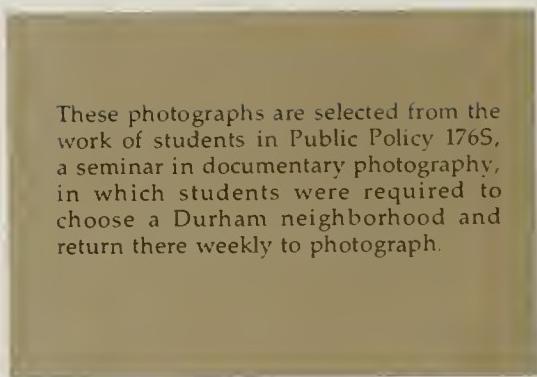
A.I.E.S.E.C.

American Field Service
Association of African Students
Badminton Club
Bench and Bar Society
Blue Jeans
Cheerleaders
Chess Club
Chinese Student Association
College Republicans
Committee for Concerned Scholars
Debate Team
Demolay
Directions for Educated Women
Duke Folksong Society
Duke Jazz Ensemble
Duke Ski Team
ECOS
Food Co-op
Football Club
Gay Alliance

Goat Watching Society
International Club
International Folk Dance Club
Karate Club
Duke Men's Alliance
North Carolina Public Interest Research Group
North Carolina Student Legislature
Nereidians
Duke Outing Club
Photography Group
Pre-Med Society
Rugby Football Club
Sailing Club
Skeet Club
Soccer Club
Sport Parachute Club
Tocqueville Society
Women's Alliance
Young Democrats
Young Americans for Freedom



Peter Levinson



These photographs are selected from the work of students in Public Policy 176S, a seminar in documentary photography, in which students were required to choose a Durham neighborhood and return there weekly to photograph.



Glenn Hinson



Scott McLain



Jeff Hurwit



Tim Burns



Jeff Hurwit



Scott McLain

Admissions





Policies and Requirements

The Admissions Committee attempts to look beyond the academic strengths displayed by the majority of applicants. It seeks to determine in each prospective student evidence of intellectual capability, maturity, and productive energy.

Since Duke purposely maintains a limit on total enrollment and receives several times as many applications as there are available places in the freshman class, selectivity is a necessary part of the admissions process. Although no single criterion will spell the success or failure of an application, the secondary school record is regarded as the most significant document in the application, because it has proved to be the soundest indicator of academic ability, potential, and motivation. Secondary school recommendations (as well as additional letters of recommendation) give meaning to the objective information and are considered extremely useful in determining the qualifications of an applicant.

Requirements concerning secondary school subjects are flexible, but at least twelve high school units must be in college preparatory subjects such as English, foreign languages, history and social studies, mathematics, and physical or biological sciences. Applicants to the School of Engineering are advised to present four units of mathematics and at least one unit in physics or chemistry.

It is the performance of individual applicants within their own school environments, which particularly concerns the Committee on Admissions. The Committee recognizes the varying levels of instruction and types of evaluation utilized by secondary schools and, therefore, imposes no minimum rank that candidates must achieve before they will be considered. A statistical profile of the current freshman class may be obtained by writing to the Office of Admissions.

All freshman candidates are required to take the College Entrance Examination Board Scholastic Aptitude Test (SAT), the English Composition Achievement Test, and two other achievement tests of their own choosing. Candidates for the School of Engineering must take an achievement test in mathematics. Although this battery of tests is preferred by the Admissions Committee, examinations offered by the American College Testing Program (ACT) are also acceptable and students should observe the test deadlines indicated in the admissions calendar on page 27.



Although it is clearly to the applicant's advantage to perform competently on standardized examinations, it should be remembered that these tests are not considered by themselves to be primary predictors of academic success on the college level by the Admissions Committee. Rather, they are employed in the context of all other application materials as validating information. There is no minimum score that a student must earn on the SAT (or ACT) before an applicant is considered for admission, and no maximum score that will guarantee admission to the University.

Students who apply to enter the University after their junior year as early admission candidates should be able to demonstrate that they have exhausted the advanced level courses at their secondary schools, and that their abilities are clearly at a level which demands the immediate and greater challenges of a college curriculum.

Just as the Committee has refused to establish a minimum test score and class rank which prospective students must achieve in order to be considered for admission, it has also maintained an open policy with regard to the geographical distribution of the student body. The commitment of the University to its region, however, is reflected in the fact that approximately 35 percent of a diverse and distinctly national student body resides in the southeastern United States.

Applications may be obtained from the Office of Undergraduate Admission, Duke University, Durham, North Carolina 27706. A financial aid form will be enclosed.

Most students file their applications with the \$25 application fee early in the fall of their senior year. Applicants for whose families the \$25 fee would cause financial hardship should enclose a letter explaining the circumstances and requesting a waiver. The secondary school report forms provided in the application packet should be given to the appropriate school official with the request that they be submitted to the University as soon as possible and no later than the application deadline.

Fall Admission for Freshmen

February Notification offers students who have a distinct interest in Duke the opportunity to hasten the decision on their applications. The application deadline for February notification is December 1 of the senior year. Candidates may take achievement tests or

SATs as late as December 3, 1977, although earlier test dates are recommended. Decisions are mailed by February 1, and accepted candidates must pay their reservation fees by February 15.

Students applying for February notification are not restricted to one college application; neither are unsuccessful applications postponed until the April 15 notification date. The candidate learns of the decision, positive or negative, by February 1. The same criteria and standards govern applications under both the February and April notification plan.

April Notification candidates observe a February 1 application deadline, although most students file their applications and the \$25 application processing fee during the fall of the senior year. Scholastic Aptitude Tests and achievement tests must be taken by January 28, 1978. Decisions will be mailed by April 15, and accepted candidates should pay their reservation fees by May 1.

Spring Admission for Freshmen

Duke University has been able to offer admission to students at midyear for the past five years. This option is primarily geared to fall admission candidates who are offered the option of being placed on the September waiting list with January admission guaranteed. The offer of January admission provides the opportunity for a group of applicants to enter Duke University at the beginning of the spring term who are considered well-qualified, but for whom there was no space in the fall semester. Some students work to earn money for college; others gain valuable preprofessional or travel experience, still others seek simply to gain an extra measure of maturity before entering college. Entrance in January is also frequently chosen by the accelerating high school student who graduates at midyear, the accepted Duke candidate who postpones matriculation for one semester, and the high school graduate who applies to college after the senior year. Students who have been accepted for September admission may request that their places be held for the semester beginning in January, and usually they will find the Committee on Admissions sympathetic to their plans for the intervening semester. Most freshmen who enter the University in January appreciate their decision to pause for a semester between secondary school and college. January matriculants will have no difficulty in scheduling courses in the proper phase and sequence.

The application deadline for new January candidates is October 15, but required test dates fall considerably earlier. Achievement tests must be taken no later than May 7, 1977, and SATs no later than June 4. Students will be notified of the decisions on their applications by November 15, with the expectation that those who are accepted will reply by December 1.

Transfer Admission

A limited number of transfers are admitted to the University each semester, and although dormitory housing cannot be provided, a number of accepted transfers are generally able to obtain residence in University-owned apartments for a restricted period of time. Most applicants have completed two and usually three semesters of work at fully accredited institutions and have achieved at least a *B* average before they submit applications for transfer. Transfer applicants are asked to present Scholastic Aptitude Test scores for review, although no achievement tests are required. ACT scores are also acceptable. To earn a Duke degree, transfers should expect to spend the last two years of undergraduate work in residence at the University.

Because of limited facilities, the number of spaces available for transfers in the School of Nursing is very small. Prospective candidates should consult the Office of Admission for further information before making application.

The Office of the Registrar evaluates the transcripts of transfer applicants only after they have been accepted, and it is difficult to predict, therefore, which courses will be accepted for transfer credit. Generally, however, courses taken at fully accredited institutions which are similar to courses offered at Duke will receive specific or elective credit from the University. A course in which a grade of less than *C* – has been earned cannot be accepted for transfer credit. Pass/fail courses receive pass/fail consideration at Duke.

Although transfers cannot expect to live in dormitory housing, the Office of Housing Management assists them in finding accommodations (and often roommates) in apartments near the campus. Students desiring information about such housing should write to the Director of Housing Management.

Students who wish to be considered for September admission must submit applications by April 1; decisions will be mailed by June 1. For January admission, applications must be submitted by October 15; decisions will be mailed by November 15. In both cases, reservation fees must be paid within fifteen days after acceptance.

Applications may be obtained from the Office of Undergraduate Admissions, Duke University, Durham, North Carolina 27706.

Visits to the Campus

Personal interviews are not required; in fact, the number of students requesting interviews has increased so dramatically in recent years that it is often impossible to grant all requests for individual appointments. Since the interview is designed primarily to assist students in learning about the University, those who cannot arrange an individual appointment should not be reluctant to join one of the group information sessions conducted each weekday by a member of the admissions staff. Student-led tours of campus are offered several times daily.

From January through April when applications for admission are being reviewed, individual interviews are suspended, although the group sessions continue.

If a candidate wishes to schedule an appointment at other times of the year, it would be wise to write at least two weeks in advance of the proposed visit. Monday and Friday appointments are, understandably, in the greatest demand.

In many cities throughout the country, personal interviews are available for candidates through local Alumni Admissions Advisory Committees. If such a committee exists in a candidate's community, the candidate will be notified and a personal interview arranged. These interviews usually take place during January and February.

Students coming to Duke for tours and/or interviews who need accommodations should contact the Office of Admissions, specifying time of arrival, at least one week prior to the planned visit. Duke undergraduates will host overnight visitors in their dormitory rooms at no charge. Arrangements may also be made to observe classes and lectures in session in the company of Duke students. Prospective guests of the University planning arrival by plane at Raleigh-Durham airport should note the availability of limousine service directly to and from the campus and Admissions Office.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. Inquiries concerning the University's responsibility may be directed to the Director of Equal Opportunity.

Admission Calendar

January Freshmen

May 7, 1977	Last Achievement Test date for January
June 4, 1977	Last SAT date for January admission
October 15, 1977	Deadline for submission of freshman applications for January admission
November 15, 1977	Freshman applicants notified of admission and financial aid decisions
December 1, 1977	Accepted freshman applicants pay reservation fees*

September Freshmen—February Notification

November 5, 1977	Preferred SAT or Achievement Test date for February Notification applicants
December 3, 1977	Last SAT and Achievement Test date for February Notification applicants
December 1, 1977	Deadline for submission of February Notification applications
February 1, 1978	Candidates notified of admission and financial aid decisions†
February 15, 1978	Accepted candidates pay reservation fees*

September Freshmen—April Notification

December 3, 1977	Preferred SAT or Achievement Test date for April Notification candidates
January 28, 1978	Last SAT and Achievement Test date for April Notification candidates
February 1, 1978	Deadline for the submission of April Notification applications
April 15, 1978	Candidates notified of admission and financial aid decisions‡
May 1, 1978	Accepted candidates pay reservation fees*

January Transfers

October 15, 1977	Deadline for submission of January transfer applications
November 15, 1977	Candidates notified of admission and financial aid decisions
December 1, 1977	Accepted candidates pay reservation fees*

September Transfers

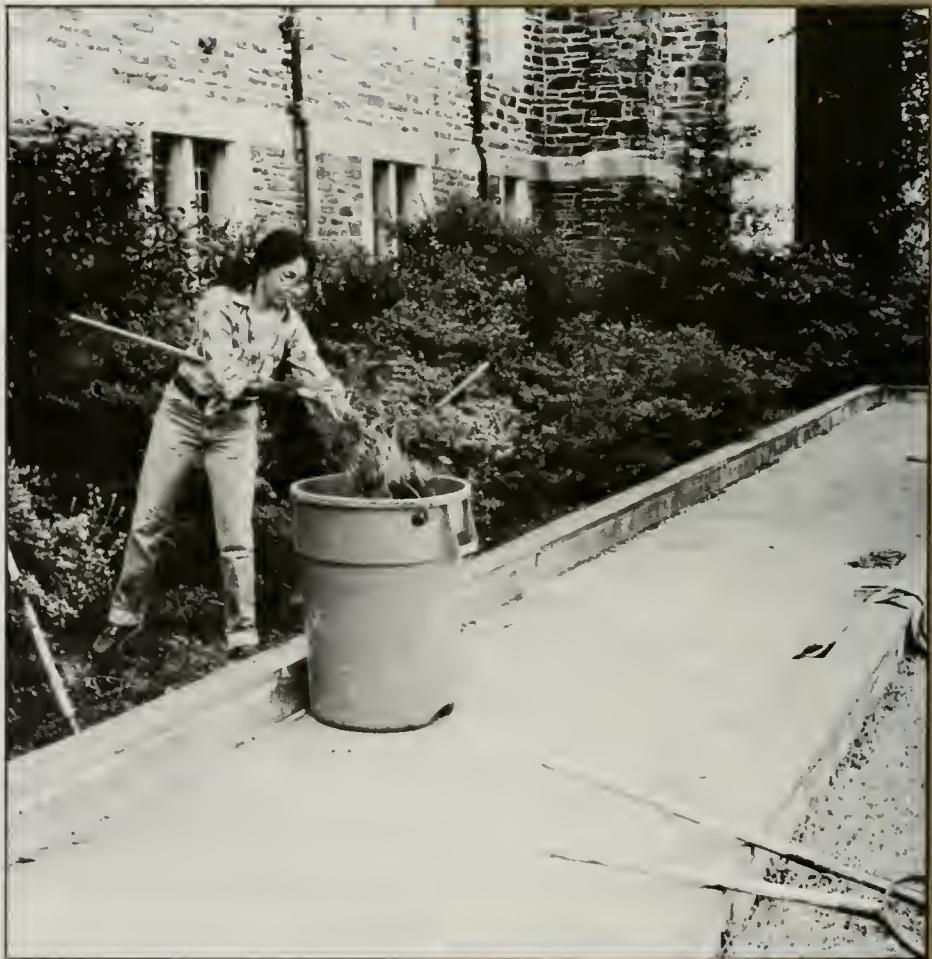
April 1, 1978	Deadline for submission of September transfer applications
May 15, 1978	Candidates notified of admission and financial aid decisions
June 1, 1978	Accepted candidates pay reservation fees*

*These fees are nonrefundable.

†Honorary scholarship applicants accepted in February will be notified of their selection as a named-scholarship winner in April.

‡All honorary scholarship applicants are now notified of their status.

Financial Information





Expenses

Though total expenses can differ with the tastes and habits of the individual student at Duke, an average student will spend slightly over \$6,250 during the academic year. A breakdown of the expenses a student can expect to incur follows:

Tuition	\$3,530
Income from endowment and contributions make it possible for the University to bear more than half the total cost of a student's education at Duke.	
Room and Board (average)	\$1,900
The majority of rooms on campus are occupied by two students although a limited number of single rooms are available. Costs vary according to accommodations. Men and women on the East Campus choose between a five-day and a seven-day board option. Students on the West Campus pay for each meal individually.	
Books and Supplies	\$200
Personal/Miscellaneous	\$620

These estimated expenses are subject to change, and the prospective student should consult the Office of Undergraduate Admissions for the most current information.

An initial fee of \$125 is paid upon acceptance to the University. If a student fails to matriculate, this fee is not refundable. Upon matriculation this fee is used in the following manner. The first \$25 is a nonrefundable registration fee; the balance represents a refundable deposit used to reserve both a place in the class and a room in University housing. Upon proper withdrawal from the University, the deposits will be refunded within ninety days.

Assistance

A good college education, especially in a private institution, represents a financial sacrifice for almost every family. Although no university can promise to ease the financial strain of college, the financial aid policy of Duke University attempts to ensure that no

student admitted to the University will be prevented from attending because of a lack of funds.

Qualified applicants are admitted to Duke without regard to their need for financial assistance. Students in need of financial assistance are, therefore, encouraged to apply for both admission and financial aid; they will be notified of the financial aid decision at the time of acceptance. Students making sufficient progress toward graduation may expect financial assistance as long as the need for aid is demonstrated. It should be noted, however, that students are required to reapply for assistance each year.

Because the degree of assistance is determined on the basis of need, all financial aid candidates must submit a Financial Aid Form (FAF) to the College Scholarship Service in Princeton, New Jersey. After the admission decision is made, the Financial Aid Office will review the Service's evaluation of the FAF form and determine the amount of financial aid required to meet the student's need.

Of course, not all financial aid awarded to college students comes from the institution itself. Every applicant should consult a guidance counselor concerning the many national and local organizations providing assistance for higher education.

The Basic Educational Opportunity Grant Program (BEOG) exists for students whose families will need considerable financial assistance. Applications may be obtained from the high school guidance counselor or the local post office.

A number of families make use of the Federal Insured Student Loan Program. This program is designed to guarantee or insure student loans made by banks or other incorporated state lending agencies. If a student meets stated federal guidelines, the government will pay the interest (7 percent) on the loan while the student is in school. The Financial Aid Office can provide the address of the lending agency for each state.



Paula Gomes (right), a sophomore from West Haven, Connecticut, works part-time in Perkins Library

The Aid Award

Financial aid is awarded in a combination of grant funds, loans, and work-study jobs. The work-study opportunity and the loan are normally called the self-help portion of the award. The standard aid package of Duke provides that the first \$1,650 of each student's need be awarded in the form of self-help funds. Need in excess of \$1,650 will be met with grant funds. This combination of University gift funds and opportunities for self-help enables Duke to extend its resources to all students who demonstrate a need for assistance. A student may choose not to accept any portion of an aid award with the understanding that the responsibility for providing the dollar equivalents is accepted by the individual.

National Direct Student Loan funds supplied by the federal government and Duke are available to students with need. Repayment of these loans begins nine months after the student ceases full-time study. Interest accrues at the rate of 3 percent which begins nine months after the student ceases full-time study; complete repayment is scheduled to take place within a ten-year period.

Employment, the other part of the self-help portion of the financial aid package, usually requires between nine and fifteen hours a week and provides an average income in an academic year of \$800. The money is paid directly to the student, as the work is performed, through the bi-weekly University payroll. The Placement Office provides assistance in finding part-time jobs both on campus and in the city of Durham.

Many scholarships and grants-in-aid, based on need, are available annually from personal endowments and corporation sources. These "named" scholarships may be



awarded on the basis of achievement in a particular field or because of the generally outstanding quality of the student's record.

A single financial aid application, included among the application materials, will cover all Duke scholarships. With the few exceptions noted on the application form, a student need not apply for a specific award. The Financial Aid Office will determine the appropriate scholarship for each applicant.

• Angier B. Duke Memorial Scholarships are awarded to students whose superior records mark them as young men and women who give outstanding promise of becoming leaders in their chosen fields of endeavor. Candidates for admission to the freshman classes in Trinity College, the School of Engineering, and the School of Nursing are eligible to apply. Applicants for the scholarship are required to submit with their application a supplementary Angier B. Duke Memorial Scholarship questionnaire and two additional references.

Students with demonstrated financial need may receive awards covering the total annual cost of attending Duke. Angier B. Duke Scholars without demonstrated need receive \$1,000 per year as an honorary stipend. The awards are renewable for the four years of undergraduate study.

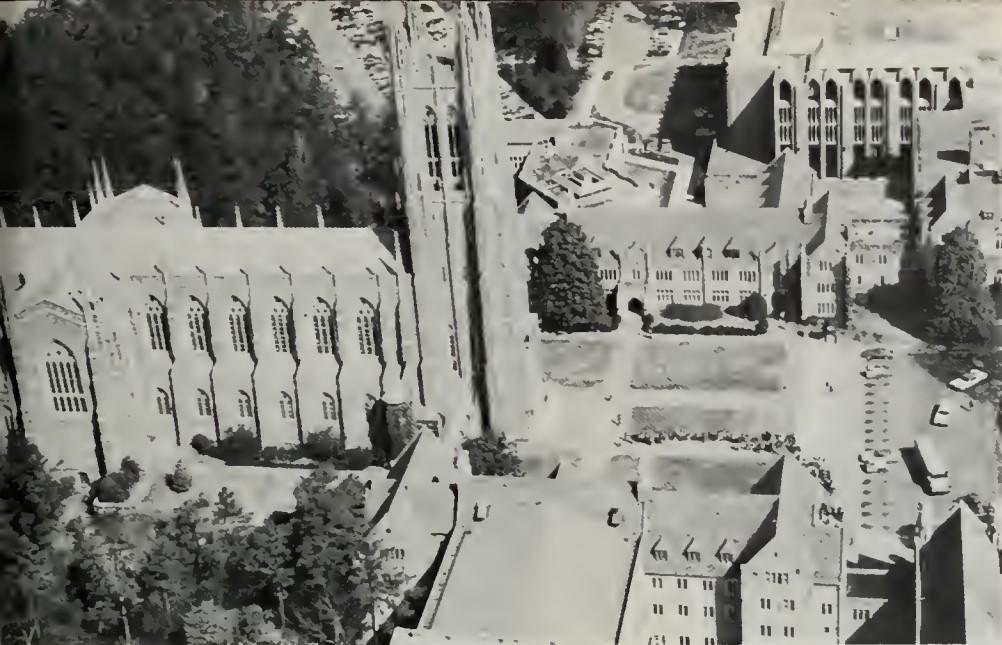
Angier B. Duke Scholars either may choose to spend one summer of their undergraduate career studying in a special seven-week program at Oxford University in England, or they may undertake a self-determined educational experience which will be funded (up to \$1,000) by the Angier B. Duke Memorial Scholarship Program.

Finalists for the Angier B. Duke Scholarships will be selected and invited to participate in the final competition which is held in late March on the Duke University campus. Notification of winners will be made prior to April 15. All qualified students, regardless of financial need, are encouraged to apply.

• Several scholarships have been established in recent years which give priority to students in specific counties in North Carolina. Among these are the W. N. Reynolds Memorial Scholarships, which is awarded first to children of employees of the R. J. Reynolds Tobacco Company and then to residents of Forsyth County. The J. Welch Harriss Scholarship is awarded on the basis of merit and need, with first priority given to male students from High Point and then to those from Guilford County. The Braxton Craven Scholarships are awarded on the basis of merit, and first consideration is given to students from Lexington, North Carolina, then Davidson County, and then to students from the state of North Carolina.

• The renewed commitment to the arts at Duke has given rise to several substantial scholarships in recent years. The Mary Duke Biddle Scholarship in Music Composition, a \$2,500 annual award, is available to a member of each class and is renewable each year as long as the student does satisfactory work. The student applying for this award supple-





ments the application with a portfolio of musical compositions. Eligibility is limited to students planning to major in music.

• Instrumental and vocal performers may compete for the A. J. Fletcher Scholarships which are awarded on the basis of merit and need. These scholarships are not limited to music majors.

• The Alyse Smith Cooper Scholarship is awarded annually to deserving students from North Carolina. Preference is given to students from Alamance County and to students majoring in music. Special consideration is given to students of piano, organ, and voice. The scholarships are usually awarded to incoming freshmen and are renewable subject to evidence of satisfactory undergraduate achievement.

• Musical scores and tapes, as well as all requests for information regarding music scholarships, should be addressed to the Chairman, Scholarship Committee, Department of Music, Duke University, Box 6695 College Station, Durham, North Carolina 27708.

• Nursing students may apply for the Florence K. Wilson Scholarship or the Marian Sanford Sealy Scholarship. The Lelia R. Clark Scholarship, also for nurses, was established in 1971 to cover tuition and fees for a student, preferably from North Carolina.

• Engineering students may qualify for one of the J.A. Jones Memorial Scholarships, sponsored through the Jones Fund for Engineering. The Jones Scholarships are granted without regard to the student's intended major in engineering, and they are renewable as long as the student maintains a satisfactory academic record.

• United Methodist Scholarships are available on a need basis to Methodist students who have been leaders in their local Methodist Youth Fellowship Groups. In many cases, children of ministers in the North Carolina and the Western North Carolina Annual Conferences of the United Methodist Church may be eligible to receive a partial remission of the tuition charge. Details of eligibility may be found in a brochure prepared by the Office of Financial Aid.

• Beginning in the second semester of their freshman year, cadets are eligible to compete for an Air Force ROTC College Scholarship. This scholarship includes full tuition, books, laboratory fees, and \$100 per month subsistence. The scholarship is awarded on a merit basis and considers academic achievement, leadership potential, and overall performance.

• The NROTC College Scholarship Program provides four years of tuition, fees, and textbooks at government expense, plus subsistence and summer active duty pay which amounts to approximately \$4,700 per year. Selection for this program is made on the basis of an annual nationwide competition conducted by the Department of the Navy. Students may also apply for the NROTC program after arriving on campus.

For additional information regarding financial aid at Duke, students should write to the Financial Aid Office, 2138 Campus Drive, Duke University, Durham, North Carolina 27706.

Areas of Study





Department titles can often be misleading. A major in Russian, for instance, finds this area of study under the heading Slavic Languages and Literatures; business administration translates into Management Sciences. If proposed fields of interest are not represented in the following pages, students are encouraged to write to the Office of Undergraduate Admission for clarification. Specific departmental information sheets are also available from the Admissions Office upon request.

Allied Health Programs

The Duke University Medical Center in cooperation with the Graduate School offers master's degree programs in health administration and physical therapy. Baccalaureate degrees are offered for those students interested in the Physician's Associate, Pathologist's Assistant, or Medical Technology Programs. The Medical Center also offers a variety of nondegree allied health programs. For further information, prospective students should write to the Division of Allied Health Education, Duke University Medical Center, Durham, N.C. 27710.

Anthropology

Anthropology is a broad discipline that is divided into primary areas of physical and sociocultural anthropology, archeology, and linguistics. The Department of Anthropology at Duke provides a comprehensive program of study involving the comparative analysis of human societies and cultures as they are related to man's physical nature and the biological world. Two general courses function as an introduction to anthropological concepts and methods and as a preparation for more specialized studies at an advanced level. They focus upon interrelated topics in religion, language, politics, ecology, psychology, and kinship, or upon area courses that are devoted to ethnographic and theoretical materials on native Americans, peoples of Africa, Middle East, South Asia, and Mediterranean Europe. Advanced students are eligible for graduate level courses, which provide opportunities for library or field research geared to develop competence in one or more of the areas mentioned.

Students selecting anthropology for career-related purposes will find that the major in anthropology often qualifies them for a variety of positions in many government agencies, multinational corporations, international programs, and journalism. An advanced degree is usually a prerequisite for obtaining teaching and research positions. A major in anthropology combined with work from a related area of study can also provide an incomparable background for graduate work in any discipline that concerns human behavior.

Art

The Art Department is divided into two separate disciplines, art history and studio art. The offerings in the history of art include courses ranging from ancient through medieval, Renaissance, and modern art. Courses in the creative arts include drawing, painting, sculpture, as well as printmaking, ceramics, and photography.

Art history is closely related to other humanistic areas of study such as history, literature, religion, and philosophy as well as some of the social sciences. Language skills, critical to research in art history, must be developed concurrently. In the case of studio courses the emphasis is on the fulfillment of a broad and flexible curriculum in which creative art is a contributing factor, rather than that of providing professional training in specific skills.

A student electing the art major concentrates in either art history (eight courses) or in studio art (seven courses). The department also offers an honors program in art history which provides the superior student with an opportunity for independent study and research.

Biomedical Engineering

Biomedical engineering involves the application of quantitative engineering methods to medical and biological problems. The major in biomedical engineering is utilized by some students as preparation for medical school or graduate school. Others eventually undertake careers as practicing biomedical engineers in health-care units such as hospitals, or in fields such as occupational health and safety, environmental engineering, and man-machine systems.

The biomedical engineering program at Duke stresses the use of computers in the mathematical design of biological systems, and the development of effective instrumentation and circuitry as devices for regulation of these systems. Nine biomedical engineering



Vernon Pratt, Assistant Professor of Art, at work in his studio

courses must be completed for fulfillment of the major requirements. Basic course work in mathematics, computer science, chemistry, physics, zoology, and engineering sciences is also required to develop the broad educational foundation necessary for study in this field. Students are able to choose eleven of thirty-two courses required for the Bachelor of Science in Engineering degree as electives, with the understanding that a minimum of four of these courses must be taken in the humanities and social sciences.

Students intending to major in biomedical engineering should designate the School of Engineering in their applications for admission to Duke University. Additional information about the study of engineering may be obtained from the Office of Undergraduate Admissions.

Black Studies

Black Studies at Duke is an academic program that examines the experience of African and Afro-American people, primarily in the United States and the Caribbean islands. Courses are designed to introduce students to the scholarship and culture of African-Americans and to develop within them a critical perspective from which to examine the Afro-American experience and the greater American experience. The major is designed to integrate verbal and analytical skills of arts and sciences preparation and the perspective that is developed in an independent study or project. For students not pursuing the major, courses in Black studies are worthwhile in augmenting other areas of study.

Botany

The Department of Botany represents a broad spectrum of disciplines with particular strengths in the areas of ecology, systematic plant biology, genetics, and physiology. The University's phytotron (one of two facilities in the southeast for studying plant growth under controlled conditions), an experimental plot (for local ecological studies), and the Marine Laboratory at Beaufort (for oceanographic studies) are available to students in addition to the laboratory facilities afforded by the Biological Sciences Building. Students majoring in botany on the undergraduate level receive a considerable amount of personal guidance from the Director of Undergraduate Studies, and independent work is stressed. All programs are designed to provide a strong background for advanced work in the field, and careful course selection promotes the development of a versatile biological preparation that is suitable for entry into several other areas. A new interdisciplinary program in environmental studies, an interdisciplinary approach to oceanography, and studies in plant systematics and organismal diversity are examples of possible curriculum options.

With the permission of the Director of Undergraduate Studies in Botany, students who score 3 or better on the CEEB Advanced Placement Examination in Biology, or who have completed two years of high school biology, may be exempt from introductory course requirements.

Chemistry

Chemistry, as the study of matter on the molecular level, is essential not only to the physical sciences but also to the basic biological sciences, biochemistry, paramedical studies, and to certain aspects of oceanography as well. Students intending to pursue graduate study in chemistry ordinarily elect courses leading to the Bachelor of Science degree. However, a Bachelor of Arts degree in chemistry is also offered for students requiring a combination of a solid foundation in chemistry with a flexible specialization in related disciplines. In both degree programs the chemistry courses are essentially sequential: general chemistry is followed by organic chemistry (structure, methods of identification, and reactions of compounds of carbon), then by physical chemistry (empirical laws and applications of quantum phenomena, thermodynamics, and kinetics), and then by analytical chemistry (separation procedures and techniques of analysis and measurement), inorganic chemistry (structure, methods of identification, and reactions of compounds not primarily containing carbon), and other specialized areas such as biological chemistry.

Independent study, as a final phase of preparation for the Bachelor of Science degree (and as an option for Bachelor of Arts candidates) enables students to direct their studies toward a specific research problem under staff supervision. The candidate for a Bachelor of Arts degree has the additional option of substituting advanced seminars for independent study.

Civil Engineering

Civil Engineering is the art of designing, analyzing, and building constructed facilities. Students majoring in civil engineering at Duke are able to pursue one of six specialized programs or a general program that is designed to develop a broad professional background. The six areas of specialization are: environmental engineering—developing systems for decreasing air and water pollution; water resources engineering—using and preserving water resources, including the ocean; geotechnical engineering—designing earth structures and foundations; mechanics and materials engineering—analyzing the behavior of construction materials under load; structural engineering—designing safe structures such as buildings, bridges, and air frames; and urban engineering—developing systems for mass transportation, public health and safety, and land use.

The academic program is flexible and progressive, but rigorous enough to prepare graduates for immediate professional practice. The curriculum features a minimum of nine civil engineering courses and a broad preparation in mathematics and the physical sciences. Usually ten of the thirty-two courses required for the B.S.E. degree are relatively free electives, and at least four of these courses must involve work in the humanities and social sciences.

Prospective majors in civil engineering should designate the School of Engineering in their applications. Additional information concerning programs in engineering at Duke may be obtained from the Office of Undergraduate Admissions.

Classical Studies

Classical studies is the multidisciplinary examination of the civilizations of Greece and Rome. These complex and sophisticated cultures, at once remote and familiar, are the sources of the Western tradition. To do justice to the breadth of the subject, the Department of Classical Studies at Duke offers the widest possible range of courses in ancient history, literature, art, and archeology, as well as Latin and Greek at all levels. Faculty members in the department are specialists in fields as diverse as the social and economic history of Roman Egypt, the transmission of classical texts in the Middle Ages, Roman wall painting, and Greek tragedy. Each member, however, is actively concerned with the interpretation of the larger issues of ancient culture and all regularly teach undergraduate courses at various levels.

The department offers three majors, Greek, Latin, and classical studies (ancient history and archeology), which allow students to acquire depth in their particular areas of interest while maintaining an overview of the entire field. Majoring in the department provides skills and background useful for many pursuits in later life, not only for graduate work in classical studies. All majors are encouraged to spend a semester, typically during the junior year, at the Intercollegiate Center in Rome, where Duke participates in sponsoring a program focusing on ancient urban culture, using the city itself as a classroom. Work leading to graduation with distinction is available to qualified seniors.

Computer Science

The Department of Computer Science offers a variety of courses which enables undergraduates to perceive the implications of the computer, to utilize more efficiently the many computer facilities available to them at Duke University, or to prepare for a career in the rapidly expanding field of computer science.

Successful completion of the introductory course (Introduction to Digital Computation) does not demand an extensive background in mathematics; the course is designed

for the student who wishes to obtain a fundamental understanding of computer programming, and also serves as a basis for more advanced and theoretical work involving such topics as computer design, numerical analysis, data structures, programming languages, statistical computation, and computer simulation.

The computer science program at Duke is designed to encourage study in a related discipline. Computers available to Duke undergraduates include two IBM 370/165s and a PDP 11/70. The department has a microcomputer laboratory for undergraduate independent study projects.

Economics

The economist investigates the means of producing economic wealth and analyzes conflicting demands for its distribution in order to make clear the consequences of modifying certain institutional arrangements. The introductory courses offered by the Department of Economics constitute, therefore, a development of critical and analytical skills, which are intrinsic to the effective assessment and solution of economic problems as they relate to contemporary social institutions. Advanced courses ordinarily focus upon particular economic problem areas such as labor unions, monetary policy, market power, and poverty.

Although no particular career goal is emphasized by the department, majors are usually assisted by faculty in the design of programs that will serve as preparation for graduate study and (eventually) professional competence in the areas of economics or administration. Because the department encourages the integration of the economic discipline within a broad liberal arts framework, the major can also be utilized by students as preparation for the study of law.

Education

The Department of Education at Duke offers programs leading to teacher certification both at the elementary and the secondary school level. In order to receive the elementary teaching certificate, students declare a major in education, which includes an approved program of related course work, educational theory and methods courses, and an internship semester. Secondary certification requires that students major in a subject area outside the field of education; the requirements of the major are supplemented by an approved program of related course work. Students are prepared for teaching primarily through a block of education courses, including an internship which is available during the senior year.

A unique aspect of the Duke program is that starting as early as the freshman year, opportunities exist for field work and observation, including a number of tutoring programs coordinated by University and community service organizations.

Advisers in the Department of Education assist students in planning programs that will fulfill individual needs and establish eligibility for admission to the student teaching program.

Graduates of approved elementary and secondary programs at Duke are eligible for teacher certification in the state of North Carolina, and, through reciprocal agreements, in nearly all other states.

Electrical Engineering

Electrical engineering is a broadly based discipline dealing with the processing, control, and transmission of information and energy through utilization of the electrical and magnetic forces of nature. Because electricity is the most flexible form of energy available to man, the influence of the electrical engineering profession is pervasive in our technological society.

Electrical engineering majors at Duke typically choose programs of study in one of the following areas: communication systems, computer and information processing systems, solid state science, electromagnetics, networks and electronic circuits, control systems, and energy conversion. Secondary interests such as premedicine, prelaw, computer

science, management, economics, and social systems may be accommodated within the electrical engineering curriculum through individualized programs of study that emphasize the student's specific professional objectives and academic interests. This is easily accomplished since ten to twelve of the thirty-two courses required for the B.S.E. degree are relatively free electives (with a required minimum of six in the humanities and social sciences). The academic program in electrical engineering demands completion of seven courses and the remaining five are electrical engineering electives chosen by the student to satisfy individual interests within the major discipline.

Prospective majors in electrical engineering should designate the School of Engineering in their admission applications. Additional information concerning the study of engineering is available from the Office of Undergraduate Admissions.

English

The study of literature, which is unquestionably one of the broadest approaches to an education in the liberal arts, provides an opportunity for the synthesis of current literary thought and the concepts presented in the works of past writers. On a more practical level, it is an extensive development of the ability to communicate through the written medium. Literature also stands as an excellent resource for the investigation of human character, and for acquiring a sensitivity to the human condition and its workable values.

Varied course offerings coupled with the size and diversity of the Duke English Department enable the English major to choose from among many alternatives as far as courses, teachers, and classroom formats are concerned. All students majoring in English are required to satisfy patterns of distribution in the department rather than to take specific courses. Usually, individual subject preferences are followed within a wide range of English and American literature, and in such areas as Elizabethan drama or nineteenth-century English literature as well as contemporary fiction, poetry, and drama.

The seminar and independent study features of the curriculum afford both beginning and advanced students the opportunity to participate in small group learning experiences. Courses in creative writing, available as early as the freshman year, are taught by members of the faculty who are themselves successful authors.

Geology

The study of geology cultivates an understanding of the earth, our ultimate resource, with respect to its history, composition, structure, and physical and chemical processes.

At Duke, the Department of Geology offers strength in the study of marine sediments and their ancient analogs, nearshore and deep water sedimentary processes, the effect upon sediments of animal and plant communities, low temperature mineralogy, and the structure of the ocean basins. Studies have been conducted in many parts of the world including North Africa, the Mediterranean, the Atlantic Ocean, the Indian Ocean, the Caribbean, and the Pacific.

Courses of special interest to non-majors include Geological Environments and Man; Analysis of Outcrops; Geology, Resources, and Society; the History of the Earth; and Introductory Oceanography. Students majoring in geology take core courses designed to provide a broad background and ordinarily find a variety of later opportunities available as a result. Geology majors are advised to expand their course of study so that training in one or more of the related sciences and mathematics is included. Provision for interdisciplinary majors and student-faculty interaction are additional sources of attraction for prospective geology students.

Germanic Languages and Literature

Students who pursue the study of German at Duke are given ample opportunity to investigate Germanic culture and civilization through concentration in language, literature, and history. The departmental program provides basic language skills that can be used for study in the humanities and the natural and social sciences; it also functions as preprofessional training for the linguist, critic, and literary historian.



The ninth hole on the Duke golf course

Rich resources serve the student: impressive library holdings, language laboratories, opportunity for study abroad, and an accessible staff committed to instructions of high calibre. In a cocurricular context the department has organized a regular German Table and informal coffee hour, in addition to other social and academic events, enabling students to apply and broaden their classroom experience.

Career possibilities grow with the expansion of the international community and America's involvement in international affairs. Students are routinely placed in outstanding graduate programs in German, interpreting, and international relations and have an excellent record in advanced study abroad and careers in international relations.

Health, Physical Education, and Recreation

The Department of Health, Physical Education, and Recreation offers instruction and recreational opportunities for men and women in a broad variety of activities in sports and dance. Physical assessment and development programs, theory courses, and opportunities for intramural, club, and recreation participation are available. The department helps to coordinate the operation of a variety of sport clubs, such as club football, rugby, soccer, archery, and badminton. Many opportunities are available in this area as well as in the extensive intramural program which provides over thirty different activities set up on a competitive basis. Men's, women's, and coeducational intramural options are available.

The program in physical education offers a number of individual, dual, and team sports as well as such activities as canoeing, sailing, skiing, bowling, and horse-back riding. Instruction in a variety of sports, aquatic activities, and dance is provided on a beginning, intermediate, and advanced level. Physical education activity courses are offered for all students on an elective basis for one-half course credit. Those men and women who are unable to swim are encouraged to complete a half-semester of swimming instruction. Students who have any physical limitations are provided the opportunity of improving or correcting their disability through an adapted physical education program. Special courses in individual development are tailored to meet the individual needs of students involved. Activities in this area range from long-distance jogging to techniques of tension control.

Theory courses in physical education are available for students who are interested in recreational leadership or dance, and also for those who are preparing to teach at the elementary school level. Health education courses, which like other theory courses, offer full course credit, are provided on an elective basis for students interested in health affairs and current health problems. Various theory courses are offered as electives for students intending to coach team sports on the secondary school level and for others who find them appropriate.

An attempt is made throughout the program to give individual attention and to adapt courses to meet needs of the individual student. A staff physical therapist is available to assist in various physical problems. Students are strongly encouraged to learn new sports and skills so that they can continue to use them throughout their college careers and throughout their lives as a means of staying active, physically fit, and healthy.

History

History seeks to develop insights into a particular body of human experiences, whether they be revolution in Russia or China, dictatorship in Napoleonic France or modern Spain, or the building of empires in the New World or Africa. To impart these insights, courses in history strive to cultivate far-ranging minds and the kind of trained intellects that delight in pursuing research and developing a sound argument. Since a person may be parochial in a chronological as well as a geographical sense, history is especially valuable as an antidote to excessive "presentism." As worthy components of a liberal education, history courses champion the view that the unexamined life is not worth living and the unexamined world is not worth living in. History courses also inculcate skills in thinking, research, speaking, and writing that are valuable in many careers.

The department offers an unusually wide range of courses in small classes with experienced historians. Among the areas covered are Asian, African, Russian, and military history; the history of science, technology, and medicine; the history of women; and all areas of American and European history. This wide variety and individual attention to students have made the courses in the department appealing both to those who seek a broad cultural background, for example, before going into business or teaching, and to those who seek courses directed toward professional careers.

Management Sciences

The program in management sciences is designed to provide an understanding of businesses and other economic enterprises and their influence on society. Conceptual understanding of, and analytical reasoning related to, problems of modern management are stressed instead of occupational training. The basic tools of mathematical analysis, information systems, organization theory, and economic theory are combined to develop a fundamental understanding of the role and function of complex business organization in society.

At Duke the management science program is oriented to the liberal arts and provides the foundations for those desiring further study in law, business, or the other social sciences as well as those planning to continue their education as leadership trainees in many organizations. It is possible to combine this program with indepth studies in other areas of the student's choice, such as mathematics, the natural sciences, or the other social sciences. Provision, too, is made for professional preparation in accounting, including adequate course work to prepare for the Certified Public Accountant examination. Work leading to graduation with distinction is available for majors.

Mathematics

The formulation of the calculus during the final decades of the seventeenth century was an extraordinary intellectual achievement. It widened the scope of classical geometrical mathematics until it was adequate to express the fundamental principles of the exact sciences and to yield the applications which encompass every aspect of modern living.

The Department of Mathematics at Duke University provides an analytic basis upon which the concepts of the modern exact sciences can be constructed. This is the essential objective of the work for the first two years in calculus, which also prepares for more advanced courses in analysis including ordinary and partial differential equations, complex variable analysis, and abstract linear spaces. Modern scientific inference is based on statistics and courses are presented to correspond to a wide range of preprofessional student needs. A continuing objective is to integrate the mathematics curriculum with professional needs in engineering, computer science, physics, chemistry, the life sciences, economics, management sciences, and medicine.

Mathematics represents one of the most fundamental intellectual aspects of our culture. For the student who wishes to delve more deeply and study the rigorous logical development constructed in the last hundred years as well as the many fascinating new conceptual structures of modern mathematics in algebra, analysis, geometry, formal logic, and topology, the department offers courses, seminars, and opportunities for independent study leading to graduate work in mathematics. The faculty encourages those students who are considering majoring in mathematics to obtain a solid background in plane geometry, trigonometry, analytic geometry, and algebra.

A complete calculus sequence is offered to satisfy the requirements of students of the natural sciences and engineering, with an option involving the use of digital computation. For students in the social sciences, a specialized one-year calculus course is offered. However, any student with insufficient preparation in mathematics should not take calculus simply to satisfy the natural science division requirement. If students must take calculus they are advised to take a precalculus course before entering Duke in the fall.

The Director of Undergraduate Studies in the department will provide further information to interested students.

Dr. Seymour Mauskopf conducts a class in the Duke Gardens





The Mary Duke Biddle Music Building, East Campus

Mechanical Engineering and Materials Science

The program in the Department of Mechanical Engineering and Materials Science at Duke University provides majors with a broad preparation in this field of engineering, but five specific areas of study are emphasized: dynamic systems and control, materials science and engineering, mechanical and systems design, energy conversion and power engineering, and thermal and fluid systems. Flexibility in course selection also allows students to investigate such interdisciplinary areas as environmental quality and control, industrial administration and business management, ocean engineering, transportation systems engineering, and technology assessment.

Course requirements for majors include extensive exposure to mathematics and the physical sciences, four courses in engineering sciences, and six courses in mechanical engineering and materials science. Although the accredited undergraduate major in the department is mechanical engineering, an emphasis in materials science results in a special kind of mechanical engineer. For example, the relationship between materials and design is emphasized by studying failure analysis and prevention, a subject of great importance due to increased emphasis on product liability arising from accidents related to product failures.

Twelve or thirteen of the thirty-two courses required for the B.S.E. degree are relatively free electives, with a required minimum of five in the humanities and the social sciences. Senior projects and undergraduate laboratory seminars are available in the areas stated above.

Prospective majors in mechanical engineering and materials science should designate the School of Engineering in their admission applications. Additional information concerning the study of engineering at Duke is available from the Office of Admissions.

Music

The Department of Music offers a broad curriculum instructed by a faculty of artists and teachers who are also performers, composers, and historians. The low ratio of students to faculty affords the opportunity for sustained individual attention through private and independent study. Class lectures and seminars are supplemented by conferences with visiting scholars, composers, and performers. Many courses and activities sponsored by the department are available to non-majors as well.

Students majoring in music are encouraged to achieve a balanced background in three divisions of music study—the theoretical analysis and composition, music history, and performance—and to emphasize study in one of these areas in later phases of their work. In theory and composition, techniques of orthodox and electronic composition are taught by composers, and performances of student works are regularly scheduled. Music history aims at the evaluation of the music styles of Western civilization through reference to artists and their eras. This may be supplemented by the study of non-Western and primitive music.

Private instruction in voice, piano, organ, and orchestral instruments is available. Opportunities for both solo and ensemble performance experience are abundant. See the *Bulletin of Undergraduate Instruction* for applicable fees.

Nursing

Standard course requirements in the first two years of the School of Nursing program include two semesters of science; a freshman English course; three courses in the social science areas of psychology, anthropology, and sociology; a basic statistics course; and a two-semester human ecology course. The remaining courses needed to complete the sixteen-course sequence for the lower division may be elected by the student (with the assistance of an academic adviser) in accordance with specific interests.

Although space is limited, several well-qualified students are admitted for transfer into the junior year of the nursing program. These students must make provisions for meeting the human ecology requirement and are encouraged to seek advice concerning all aspects of transfer early in their planning. Courses being considered for transfer must be approved by Duke.

The focus of the junior and senior years is the nursing major. The junior year is devoted largely to the broad role of nursing in health and illness, and the senior year provides increased depth in both these areas. Required and elective courses in nursing are offered, including independent study. Due to the flexible curriculum, students may develop an area of concentration within nursing or develop a second major in the humanities, behavioral sciences, or natural sciences.

The curriculum provides a base for professional growth; the knowledge, skills, and appreciations characteristic of those with a liberal education; and a foundation for graduate study. Small group and individually planned experiences are also included in the curriculum.

Questions should be directed to the Office of the Dean of the School of Nursing.

Physics

Physics is one of the oldest of the natural sciences; the theories of relativity and quantum mechanics have not only altered the direction of physics but have also changed man's philosophical ideas about nature. The invention of the transistor has produced a revolutionary change in the electronics and computing industries; the impact of the laser may prove to be just as revolutionary. The study of elementary particles is providing new insights into the nature of matter. The importance of nuclear physics as a discipline to aid in the development of alternate sources of energy has become even more apparent in recent years.

At the introductory level, the Department of Physics offers courses to students who wish to learn about the ideas and discipline of physics generally. The undergraduate majoring in physics does not specialize in a given field of physics, but receives an

extensive training in several basic areas. The sequence of courses is introductory physics, modern physics, mechanics, thermodynamics and kinetic theory, optics, quantum mechanics, and an advanced physics laboratory.

At all levels opportunities exist to become aware of, and perhaps affiliated with, the research being carried out in the fields of nuclear physics, elementary particle physics, the structure of molecules and solids using both microwave and optical techniques, the properties of matter at temperatures approaching absolute zero, and theoretical physics. The Triangle Universities Nuclear Laboratory, the largest such university laboratory in the southeast, is located at Duke.

Philosophy

Philosophy involves illumination and, in some cases, criticism of the most fundamental concepts in human thought. The academic program provides opportunities for concentration in four areas: metaphysics, epistemology, ethics, and logic. In metaphysics, these are such basic concepts as mind, matter, and real existence; and in epistemology—or the theory of knowledge—they are such concepts as rational belief, truth, evidence, and justification. The study of ethics involves the examination of value, goodness, and obligation. Logic deals with the concepts and principles involved in any argument or proof.

A study of philosophy does not in itself lead directly to any career except the teaching of philosophy. But students planning careers in other fields often major in philosophy because of its value in clarifying the underlying assumptions of other fields of endeavor. Many law schools encourage a major in philosophy, for example, for its development of critical and analytical thought.

There are two types of courses included in the philosophy curriculum—systematic and historical. The former are more directly problem-oriented, whereas the latter approach philosophical problems in terms of the thought of some of the great thinkers of the past and present. Many courses of the former type, however, such as the standard Introduction to Philosophy, also involve a certain amount of reading in the philosophical classics.

Political Science

Political scientists have two main tasks: to explain political behavior and to develop standards for evaluating political actions. In seeking to perform these tasks, some political scientists specialize in the political characteristics of a particular nation, such as the United States; others compare the characteristics of two or more nations or political regimes; still others specialize in political relations among nations; and some—political theorists—seek to develop and defend logically consistent criteria for evaluating political behavior, institutions, and action. At Duke, the undergraduate curriculum reflects each of these special interests and approaches of political scientists: there are courses and seminars in American government and politics; in comparative government and politics; in international relations, politics, and law; and in normative and empirical political theory. In addition, undergraduates may undertake independent study on topics in each of these special fields, and may participate in summer internships providing practical experience with the work of government and political organizations.

As a subject of undergraduate study, political science contributes significantly to a broad, liberal education. A few students majoring in political science pursue careers in graduate teaching and research. Most take up careers in law, business, government service, journalism, or teaching at the secondary level. Many careers are increasingly based upon majors that combine political science with economics, policy studies, language and literature, psychology, accounting, or business administration.

Psychology

As an area of study, psychology blends characteristics common to research methods in both the natural and social sciences. Specific possibilities for research include such

diverse topics as: brain-behavior relationships in animals and man, biological and social origins of motivation, the development of traits and attitudes, and the conditions and consequences of social influence.

The major in psychology does not prepare a student for immediate practical work in the field. Rather, the chief objective of the undergraduate program is to acquaint students with principles and methods, and to provide them with some understanding of the broad range of psychological inquiry. The Department of Psychology seeks to recognize the diversity of content by offering four first-level lecture courses which are intended to give beginning students an opportunity for practical experience with specific fields and methods of investigation. Available at the intermediate and advanced levels are lecture courses as well as a variety of laboratory courses involving the design and often the execution of experiments in specific problem areas. The latter are taught in small groups of twelve to twenty students. For the capable major who seeks intensive involvement with special problems in research and theory, opportunity for study is available in group tutorials, graduate-undergraduate seminars, and independent work under faculty supervision.

Public Policy Studies

Good decisions do not follow from good intentions alone; a good decision requires an ability to assess a problem clearly, project the consequences of the available alternatives accurately, and evaluate these consequences objectively. The complex and weighty problems which face public policymakers require sophisticated modes of assessment, projection, and evaluation if these problems are to be dealt with wisely. The need for this type of analysis defines both the research agenda and the educational role of an emerging interdisciplinary field called public policy studies—a field whose rapid growth has paralleled the growth in size and power of the public sector itself.

Modes of analysis which are useful to public decision-makers are presented in the five core courses of the public policy major. These courses cover economics and politics, statistical methods, decision-making strategies, and normative theory. Majors have a chance to apply this background in a field experience with a public agency or private



organization that works closely with the public sector. Opportunities in this regard include internship sequences in health, criminal justice, and communications (all open to non-majors), each of which involves one of two semesters of academic work as well as summer jobs in Washington, D.C., or the Durham area.

The Institute also offers a variety of elective courses which deal with substantive policy areas, advanced analytical methods, and humanistic perspectives on public policy.

Public policy studies provides a rigorous interdisciplinary background well suited for students interested in advanced study in a professional or social science graduate program. It is also an especially appropriate preparation for careers in the public sector.

Religion

If entering students have had courses of instruction in religion, they will very likely have had them in contexts quite different from those provided by the Department of Religion at Duke. Rather than to inculcate and discipline faith or belief, the function of the department is to promote the study of religious beliefs and the problems from which they arise. This means that work in religion supports and is complemented by work done in other departments of the University, especially in the humanities and the social sciences.

The religion faculty attempts to clarify the importance of religion to a period of history or to some form of human experience. It attempts as well to increase in students their appreciation for matters of religion and their ability to employ appropriate methods for understanding them.

The nature of the materials and the range of approaches allow the major in religion a breadth of choices for concentration, providing a basis for entering either professional or graduate study in religion, professional training, or advanced work in some other field. Non-majors will find courses offered by the department that are related to work they are doing in their own major fields.

The department introduces the study of religion in two distinct but related ways: first, through the examination of the particulars of specific religious traditions, and, second, through theoretical studies of an analytic, comparative, and constructive nature. The first of these two basic divisions has two subheadings: (1) African and Asian Traditions and (2) Jewish and Christian Traditions. The second basic division (analytic, comparative, and constructive studies) includes a wide range of courses on theology, ethics, religion, and literature, and the more comparative or phenomenological courses in the history of religions. The department regularly offers seminars and courses open to freshmen which lead to more advanced work within these several areas.

Reserve Officers Training Program

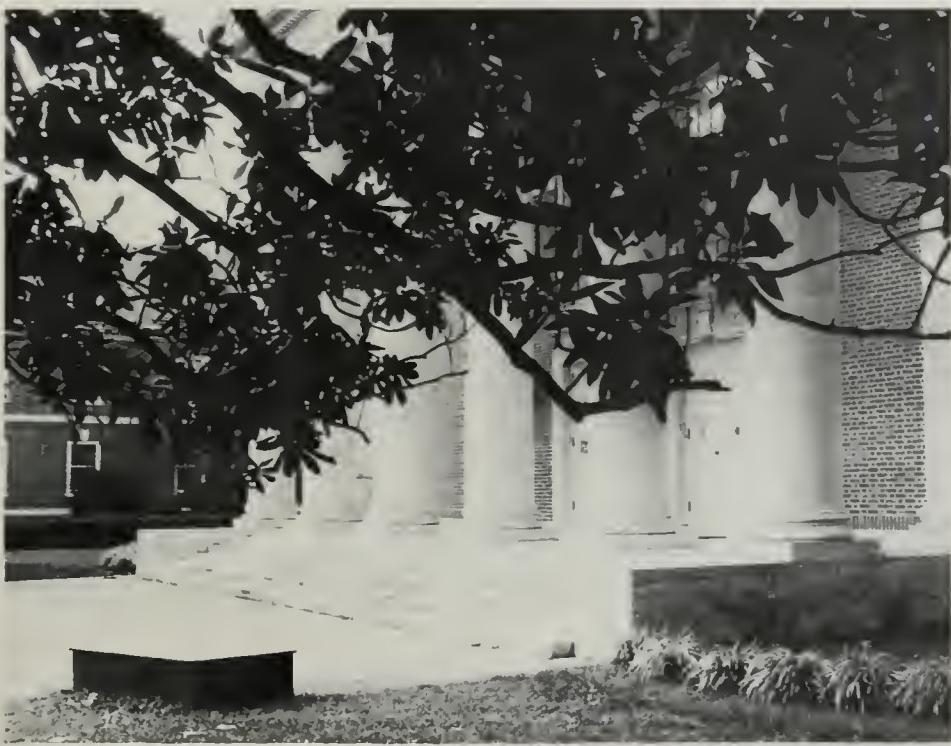
The Department of Aerospace Studies (AFROTC) functions as a regular department of instruction and provides a professional education for men and women leading to the commission as a second lieutenant in the Air Force Reserve. Freshmen and sophomores enroll in the general military course and, upon its successful completion, may apply for continuation in the professional officer course. A provision exists by which interested cadets may request delay of active duty for the purpose of attending graduate or medical school.

Qualified freshmen and sophomores who earn a C or better average may apply for an Air Force Scholarship. The scholarship covers tuition, books, fees, and includes a \$100 monthly stipend. At Duke this amounts to approximately \$4500 annually.

Seniors who go on to pilot duties will participate in a twenty-five flight instruction program using light aircraft.

Students wishing to learn more about the AFROTC program should contact the Professor of Aerospace Studies, Duke University, Durham, N.C. 27706. Advanced Placement may be made in the manner prescribed by the University for other courses, or by contacting the Department of Aerospace Studies, Room 303, North Building, during Freshman Week.

The Department of Naval Science offers a course of professional studies, complementary to other departmental curricula, leading, upon graduation, to a commission in the



Navy, the Marine Corps, or their Reserves. Students selected in the annual national competition are enrolled in the NROTC Scholarship Program which provides full tuition, fees, books, and \$100 monthly allowance for up to four years. Other students select the College Program which provides the \$100 monthly allowance in the junior and senior years. For additional details see the section on Financial Information and write to the Director of Undergraduate Studies, Department of Naval Science.

Romance Languages

When students elect to concentrate in French or Spanish, they have decided to study in depth two important aspects of a particular culture—the language and the literature. At Duke a major in language or literature may be elected, though study in either area requires completion of both language and literature courses. Skill in the use of the language will provide insights and appreciation of literary works, and acquaintance with literary works will strengthen language skills.

The study of a national literature must be made within the perspective of the humanities and the social sciences. It is important, then, to balance the major in literature by including related study in history, political science, sociology, fine arts, and other literatures. With the language major, related study is desirable in other languages and in linguistic theory.

Courses in Italian and Portuguese are offered by the department although neither may qualify as a major area of study.

Students may take advantage of the association with the Vanderbilt Abroad programs or the Junior Year Abroad programs of other colleges and universities.

In the senior year, especially qualified students may pursue independent studies leading to graduation with distinction. Career opportunities for Romance language majors include such areas as government service, international agencies, libraries, museums, and high school and college teaching. A major in French or Spanish can also provide a good background for entrance in any of the professional schools (law, medicine, business, etc.).

Slavic Languages and Literature

Russian ranks with English and Chinese as one of the major world languages. A knowledge of the language is indispensable in many positions in the federal government, private business, library work, and research institutions dealing with social or natural sciences. The recent political and economic rapprochement between the United States and the Soviet Union promises to open up many new areas in which Russian specialization will be at a premium. There is also a growing need for qualified Russian teachers on the high school and college level.

Practical advantages aside, the study of Russian literature is richly rewarding as an aesthetic and cognitive experience. The body of Russian literature is second to none in quality and serves to increase the student's understanding of Soviet culture.

Despite the popular misconception concerning the special difficulties of Russian, the language is a member of the Indo-European family of languages and is thus related to English with which it shares many cognates. The Russian alphabet can be mastered in about two weeks; Russian syntax is much less complicated than German or even English.

Russian majors take four years of language instruction including reading in the original Russian of literary and historical texts in the higher level language courses. A variety of courses on individual writers and literary periods exists in translation for majors and non-majors alike, although majors are required to do part of the reading in Russian in these courses. The emphasis is increasingly placed on the more relevant periods of the nineteenth and twentieth centuries. In addition to Russian literature, courses in Polish literature, the second most important Slavic literature, are offered in English translation.

Sociology

Sociology gives an understanding of relations among and within societies, of social institutions, and of interpersonal relations. It also prepares students for a variety of careers. The faculty of the Department of Sociology at Duke are distinguished scholars with notable publications, especially in demography, social psychology, aging, social theory, and developing countries, and as officials in national, regional, and state sociological associations. The program includes study of theory and substantive courses to teach basic concepts and principles, and courses in research methods and statistics to prepare students to apply basic knowledge and skills. A general course that introduces basic ideas and concepts and a methods course are required early in the major. Students are encouraged to do independent study on topics of their choosing and to take research and applied internships. Seminars at the freshman, sophomore, junior, and senior levels are given each semester. Faculty work closely with students from the time of their enrollment in their major to graduation.

Students are involved in the program and contribute much to its vitality. They have an active majors union. The union represents their interests to the department, brings them together socially, and also sponsors programs throughout the year on topics such as applying to graduate and professional schools, careers in sociology, guest speakers, and course needs.

Graduates are prepared for a variety of options. Some go to graduate school in sociology and other social sciences or into professional education in law, public administration, criminal justice, and health fields. Others go into applied work. The department keeps a file on career opportunities to aid undergraduates who enter the job market upon graduation.

Zoology

The complex nature of modern biology is reflected in the diversity of programs which are open to zoology majors. Students who are primarily interested in obtaining a broad basic training in biology will find that a variety of courses in genetics, ecology, morphology, physiology, and cell and developmental biology is available.

Other students may specialize in such interdisciplinary subjects as physiological ecology, biochemical genetics, biophysics, and marine biology, or more strictly zoological

subjects as animal behavior and vertebrate biology. At the more advanced levels, students are encouraged to become involved in research tutorials and other special projects in their areas of specific interest. Junior and senior students may apply for a semester's study in the interdisciplinary program in the marine sciences at the Duke University Marine Laboratory in Beaufort, North Carolina.

Most of the recent progress in biology has come, not from the expansion of traditional fields of botany or zoology, but from the incorporation of ideas and techniques derived from the physical sciences and mathematics. As part of their biological training, most zoology majors need to become familiar with at least elements of calculus, physics, and organic chemistry. The Zoology Department recommends introductory courses in these subjects and frequently recommends additional work in the appropriate areas.

With the permission of the Director of Undergraduate Studies in Zoology, students who score 3 or better on the CEEB Advanced Placement Program Examination in biology, or who complete two years of high school biology may by-pass the introductory course.

Special Programs

The Twentieth-Century America Program is a curricular option of particular relevance to freshmen. It is designed for incoming students and is consistent with the pursuit of either Program I or II in subsequent years. The Twentieth-Century Program consists of four related courses, of which the student will take at least three, in American history, literature, sociology, political thought, and/or religion. Entrance into the program is competitive and is limited to about twenty-five students, so the classes are generally small and are often taught in a seminar format. The Twentieth-Century America Program does not presuppose extensive background—the courses all serve as introductory courses in their respective fields—but it is designed for serious students. There is an unusual degree of continuity from class to class and a subject matter that should open up new vistas of understanding of contemporary life. Further information is available from the Office of Admissions. Information and application forms will be sent automatically to all students who are offered and accept places in the freshman class.

The Program in Canadian Studies is designed to provide the student with an understanding of Canada and its problems and prospects. It may be taken as part of a major in history and political science, as a supplement to any other major, as part of an inter-departmental concentration, or under Program II.

Comparative Area Studies in Asia, Africa, and Latin America is a new interdisciplinary major which includes extensive course work in a particular geographic area and its language, less extensive work in a second geographic area, and additional study in an appropriately related discipline. An interdisciplinary seminar in the senior year is designed to bring together a number of themes for comparative treatment.

Comparative Literature is the study of the interrelationships of national literatures through the comparison of significant authors, ideas, currents, themes, and literary genres in different ages and cultures. The Committee on Comparative Literature assists students in creating responsible programs, although all majors take introductory and advanced courses in comparative literature and read extensively, in the original, the literature of a foreign language. Reading knowledge of a second foreign language is required.

Duke Medical School Early Identification Program. The Commonwealth Foundation has provided funding for a University program designed to identify and select for admission to medical school talented premedical students majoring in non-science areas. This program has two phases: to offer qualified Duke freshmen the opportunity to spend fifteen hours per week during the sophomore year pursuing medical experience at the University Medical Center; and to identify ten to fifteen sophomores from among those in the first phase who will receive assurance at the end of the sophomore year that they will be offered admission to the Duke Medical School upon completion of their undergraduate program.

The program is unique because it offers selected non-science majors the opportunity to pursue interests in the humanities and social sciences, to complete premedical course requirements, to intern in a medical setting, and to receive early assurance of admission to medical school while being able to enjoy fully four years of liberal arts education. This program is *not* an accelerated experience; students involved in the program would anticipate undergraduate and medical programs of traditional lengths. For more information contact: Pre-professional Health Adviser, Duke University, Durham, North Carolina 27706.

The Marine Sciences Program makes it possible for qualified juniors and seniors to live and study at the Duke University Marine Laboratory, Beaufort, North Carolina, during the spring term. The semester program consists of two courses and a seminar in addition to independent research. The design of the program permits a student to continue study at the Marine Laboratory during the summer either by participating in senior-graduate courses or by continuing the independent studies initiated during the spring term.

The University Program in Genetics provides a coherent course of study in all facets of biology related to genetics. Students interested in preparation for advanced work in genetics or wishing to take an interdisciplinary major in this area may do so with departmental approval.

The Program in Medieval and Renaissance Studies, an interdisciplinary major, is designed to provide the student with a well-rounded understanding of the historical, cultural, and social forces that shaped the medieval and Renaissance periods. The program is divided into four areas of study: fine arts (arts and music); history; language and literature (French, German, Greek, Italian, Latin, and Spanish); and philosophy-religion.

The Program in Forestry and Environmental Studies is available to undergraduates following three years of concentration in a coordinated and carefully integrated curriculum involving basic courses in arts and sciences. The following semesters are spent in the School of Forestry and Environmental Management, and upon completion of seventy units of credit in a professional program of study, a student will have earned a baccalaureate degree from Trinity College and the professional Master of Forestry or Master of Environmental Management from the Duke School of Forestry and Environmental Studies.

Asian and African Languages—Chinese, Japanese, Hindi-Urdu, and Swahili—are offered for course credit, although no major is available in the field.

Linguistics courses may be taken as electives by advanced students, although no major is offered in the field.



East Campus

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Bulletin of Duke University

The Divinity School

1977-1978



Bulletin of Duke University

The Divinity School

1977-1978

Durham, North Carolina 1977

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Calendar of the Divinity School

1977

August	
31	Wednesday—Orientation for new students begins
September	
1	Thursday—Orientation continues
2	Friday, 9:00 a.m. to 12:00 noon—Registration of all new students; registration changes for returning students
6	Tuesday, 8:20 a.m.—Fall semester classes begin
6	Tuesday—Drop/add period begins
6	Tuesday, 7:30 p.m.—Divinity School Opening Convocation
16	Friday—Drop/add period ends 12:00 noon
October	
31	Monday—Divinity School Convocation and Pastors' School with Gray Lectures begins
31	Monday—Fall recess
November	
1 and 2	Tuesday, Wednesday—Convocation and Pastors' School continues
1	Tuesday—Fall recess
2	Wednesday—Classes resume
9	Wednesday—Registration for spring semester, 1978
24, 25	Thursday, Friday—Thanksgiving recess
28	Monday—Classes resume
December	
7	Wednesday—Fall semester classes end
8, 9	Thursday, Friday—Reading period
12	Monday—Final examinations begin
20	Tuesday—Final examinations end

1978

January	
6	Friday—Orientation and registration for new students
9	Monday—Spring semester classes begin
10	Tuesday—Drop/add period begins
20	Friday—Drop/add period ends 12:00 noon
March	
3	Friday, 6:00 p.m.—Spring recess begins
13	Monday—Classes resume
24, 27	Friday, Monday—Easter recess
29	Wednesday—Registration for fall semester 1978
April	
19	Wednesday—Spring semester classes end
19	Wednesday, 9:20 a.m.—Closing Convocation
20, 21	Thursday, Friday—Reading period
24	Monday—Final examinations begin
May	
1	Monday—Final examinations end
6	Saturday, 3:00 p.m.—University Baccalaureate Service
6	Saturday, 7:30 p.m.—Divinity School Baccalaureate Service
7	Sunday, 3:00 p.m.—Commencement Exercises

University Administration

GENERAL ADMINISTRATION

Terry Sanford, J.D., LL.D., D.H., L.H.D., D.P.A., *President*
A. Kenneth Pye, LL.M., *Chancellor*
Frederic N. Cleaveland, Ph.D., *Provost*
Charles B. Huestis, *Vice President for Business and Finance*
William G. Anlyan, M.D., D.Sc., *Vice President for Health Affairs*
J. David Ross, J.D., *Vice President for Institutional Advancement*
Stephen Cannada Harward, A.B., C.P.A., *Treasurer and Assistant Secretary*
J. Peyton Fuller, A.B., *Assistant Vice President and Corporate Controller*
Rufus H. Powell, LL.B., *Secretary of the University*
Eugene J. McDonald, LL.M., *University Counsel*
Harold W. Lewis, Ph.D., *Vice Provost and Dean of the Faculty*
John C. McKinney, Ph.D., *Vice Provost and Dean of the Graduate School*
John M. Fein, Ph.D., *Vice Provost and Dean of Trinity College of Arts and Sciences*
Ewald W. Busse, M.D., Sc.D., *Associate Provost and Dean of Medical and Allied Health Education*
Roscoe R. Robinson, M.D., *Associate Vice President for Health Affairs and Chief Executive Officer of Duke Hospital*
Frederick C. Joerg, M.B.A., *Assistant Provost for Academic Administration*
Anne Flowers, Ed.D., *Assistant Provost for Educational Program Development*
William J. Griffith, A.B., *Assistant Provost and Dean of Student Affairs*
William C. Turner, Jr., M.Div., *Assistant Provost and Dean of Black Affairs*
Richard L. Wells, Ph.D., *Assistant Provost and Associate Dean of Trinity College of Arts and Sciences*
Joel L. Fleishman, LL.M., *Vice Chancellor for Public Policy Education and Research; Director of the Institute for Policy Sciences and Public Affairs*
Connie R. Dunlap, A.M.L.S., *University Librarian*
William E. King, Ph.D., *University Archivist*
Clark R. Cahow, Ph.D., *University Registrar*
Robert N. Sawyer, Ed.D., *University Educational Planning Officer and Director of Summer Educational Programs*

DIVINITY SCHOOL EDUCATIONAL ADMINISTRATION

Thomas A. Langford (1956), B.D., Ph.D. D.D., *Dean of the Divinity School*
Creighton Lacy (1953), B.D., Ph.D., *Associate Dean for Curricular Affairs*
Karen Y. Collier (1977), M.Div., *Acting Director of Black Church Studies*
Sue Anne Morrow (1977), M.Div., *Director of Admissions and Student Affairs*
Shirley O'Neal (1966), *Administrative Assistant for General Administration and Finance*
B. Maurice Ritchie (1973), B.D., Th.M., *Director of Admissions and Student Affairs*
Early Clifford Shoaf (1972), B.D., *Director of Field Education*

Division of Special Programs

P. Wesley Aitken (1963), B.D., Th.M., *Director of Clinical Pastoral Education*
Richard A. Goodling (1959), B.D., Ph.D., *Director of Programs in Pastoral Psychology*
McMurry S. Richey (1954), B.D., Ph.D., *Director of Continuing Education*
Robert L. Wilson (1970), B.D., Ph.D., *Director, J. M. Ormond Center for Research, Planning, and Development*

Division of Advanced Studies

Waldo Beach (1946), B.D., Ph.D., *Supervisor of the Master of Theology Program*
Dwight Moody Smith, Jr., (1965), B.D., Ph.D., *Director of Graduate Studies in Religion*

Library

Donn Michael Farris (1959), M.Div., M.S. in L.S., *Librarian*
Harriet V. Leonard (1960), M.Div., M.S. in L.S., *Reference Librarian*
Linda Lacy Sipe, B.A., *Circulation Librarian*
Kay Behrens, B.A., *Assistant Circulation Librarian*
Betty Walker, B.A., *Assistant to the Librarian*

SECRETARIAL STAFF

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Marie Smith, *Faculty Secretary*
Mary C. Tilley, *Administrative Secretary, Registry*

FACULTY

Lloyd Richard Bailey (1971), B.D., Ph.D., *Associate Professor of Old Testament*
Frank Baker (1960), B.D., Ph.D., *Professor of English Church History*
Waldo Beach (1946), B.D., Ph.D., *Professor of Christian Ethics*
John K. Bergland (1973), M.Div., D.D., *Associate Professor of Homiletics*
Robert Earl Cushman (1945), B.D., Ph.D., L.H.D., *Research Professor of Systematic Theology*
William David Davies (1966), M.A., D.D., F.B.A., D.Litt., *George Washington Ivey Professor of Advanced Studies and Research in Christian Origins*
Herbert O. Edwards (1974), S.T.B., Ph.D., *Associate Professor of Black Church Studies*
James Michael Efird (1962), B.D., Ph.D., *Associate Professor of Biblical Languages and Interpretation*
Donn Michael Farris (1950), M.Div., M.S. in L.S., *Professor of Theological Bibliography*
Richard A. Goodling (1959), B.D., Ph.D., *Professor of Pastoral Psychology*
Robert Clark Gregg (1974), S.T.B., Ph.D., *Assistant Professor of Patristics and Medieval Church History*
Stuart C. Henry (1959), B.D., Ph.D., *Professor of American Christianity*
Frederick Herzog (1960), Th.D., *Professor of Systematic Theology*
Osmond Kelly Ingram (1959), B.D., *Professor of Parish Ministry*
Creighton Lacy (1953), B.D., Ph.D., *Professor of World Christianity*
*Thomas A. Langford (1956), B.D., Ph.D., D.D., *Professor of Systematic Theology*
*Paul A. Mickey (1970), B.D., Th.D., *Associate Professor of Pastoral Theology*
Roland E. Murphy (1971), M.A., S.T.D., S.S.L., *Professor of Old Testament*
Jill Raitt (1973), Ph.D., *Associate Professor of Historical Theology*
McMurtry S. Richey (1954), B.D., Ph.D., *Professor of Theology and Christian Nurture*
Charles K. Robinson, (1961), B.D., Ph.D., *Associate Professor of Philosophical Theology*
†Dwight Moody Smith, Jr. (1965), B.D., Ph.D., *Professor of New Testament Interpretation*
Harmon L. Smith (1962), B.D., Ph.D., *Professor of Moral Theology*
†David Curtis Steinmetz (1971), B.D., Th.D., *Professor of Church History and Doctrine*
John H. Westerhoff III (1974), M.Div., Ed.D., *Associate Professor of Religion and Education*
William H. Willimon (1976), M.Div., S.T.D., *Assistant Professor of Worship and Liturgy*
Robert L. Wilson (1970), B.D., Ph.D., *Research Professor of Church and Society*
Franklin Woodrow Young (1968), B.D., Ph.D., Amos Ragan Kearns *Professor of New Testament and Patristic Studies*

FACULTY, DEPARTMENT OF RELIGION

(Teachers in graduate program in religion whose courses are open to Divinity School students.)

Kalman Bland (1973), Ph.D. *Associate Professor of Judaic Studies*
David G. Bradley (1949), Ph.D. *Professor of History of Religions*
James H. Charlesworth (1969), B.D., Ph.D. *Associate Professor of New Testament*
Roger Corless (1970), Ph.D., *Associate Professor of History of Religions*
Wesley A. Kort (1965), Ph.D., *Professor of Religion and Literature*
Bruce B. Lawrence (1971), Ph.D., *Associate Professor of History of Religions*
C. Eric Lincoln (1976), Ph.D., *Professor of Sociology of Religion*
Charles H. Long (1974), Ph.D., *Professor of History of Religions*

*Sabbatical leave, spring semester, 1978.

†Sabbatical leave, 1977-1978.

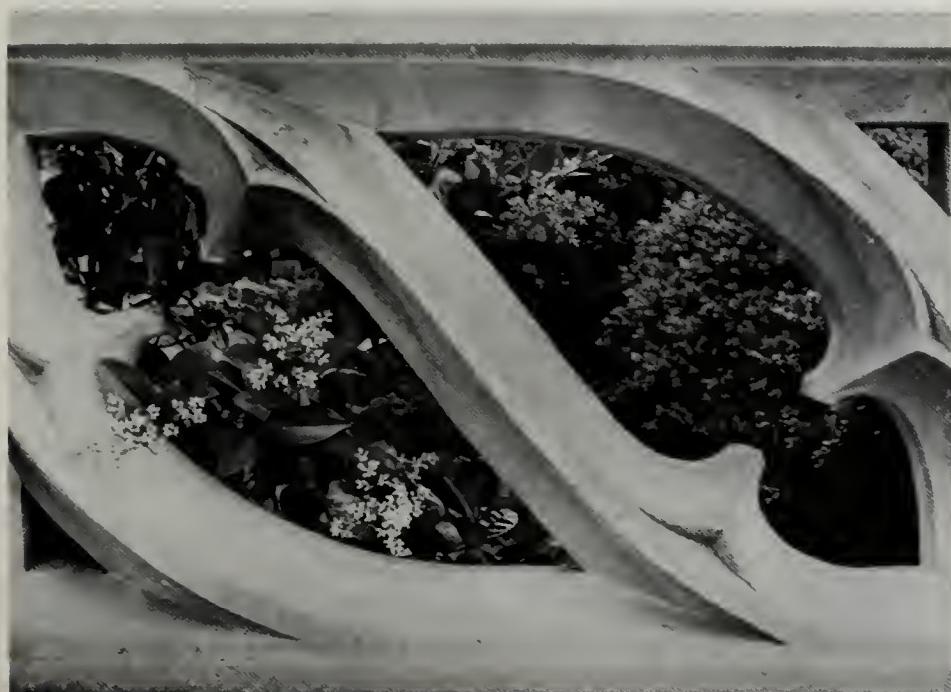
Eric M. Meyers (1969), Ph.D., *Associate Professor of Judaic Studies*
Robert T. Osborn (1954), Ph.D., *Professor of Theology*
Harry B. Partin (1964), Ph.D., *Associate Professor of History of Religions*
William H. Poteat (1960), Ph.D., *Professor of Religion and Culture*
James L. Price (1952), Ph.D., *Professor of New Testament*
Orval Wintermute (1958), Ph.D., *Professor of Old Testament*

RELATED FACULTY

Albert F. Fisher (1974), M.Div., *Adjunct Associate Professor of Parish Work*
M. Wilson Nesbitt (1958), B.D., D.D., *Adjunct Professor of the Work of the Rural Church*
Carlyle Marney (1972), Th.M., Th.D., Litt.D., D.D., *Visiting Professor of Pastoral Theology*
P. Wesley Aitken (1953), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Associate in Instruction, The Divinity School*
John C. Detwiler (1966), B.D., Th.M., *Chaplain Supervisor of Duke Medical Center and Associate in Instruction, The Divinity School*
Peter G. Keese (1973), S.T.B., Th.M., *Chaplain Supervisor of Duke Medical Center and Associate in Instruction, The Divinity School*
John Kennedy Hanks (1954), M.A., *Lecturer in Sacred Music, Director of the Divinity School Choir, and Professor of Music at Duke University*

EMERITI

Kenneth Willis Clark (1931), B.D., Ph.D., D.D., *Professor Emeritus of New Testament and Co-Director of the International Greek New Testament Project*
James T. Cleland (1945), M.A., S.T.M., Th.D., D.D., James B. Duke Professor Emeritus of Preaching
William Arthur Kale (1952), B.D., D.D., *Professor Emeritus of Christian Education*
Hiram Earl Myers (1926), S.T.M., D.D., *Professor Emeritus of Biblical Literature*
Ray C. Petry (1937), Ph.D., LL.D., James B. Duke Professor Emeritus of Church History
John Jesse Rudin II (1945), B.D., Ph.D., *Associate Professor Emeritus of Liturgy and Worship*
H. Shelton Smith (1931), Ph.D., D.D., Litt.D., James B. Duke Professor Emeritus of American Religious Thought
William Franklin Stinespring (1936), Ph.D., *Professor Emeritus of Old Testament and Semitics*
Arley John Walton (1948), B.S.L., D.D., *Professor Emeritus of Church Administration and Director of Field Work*



General Information





History

Duke University as it exists today developed from simple beginnings. Established in 1838, Union Institute became a normal college by 1851 and in 1859 was renamed Trinity College. In 1892 the college moved to Durham, North Carolina.

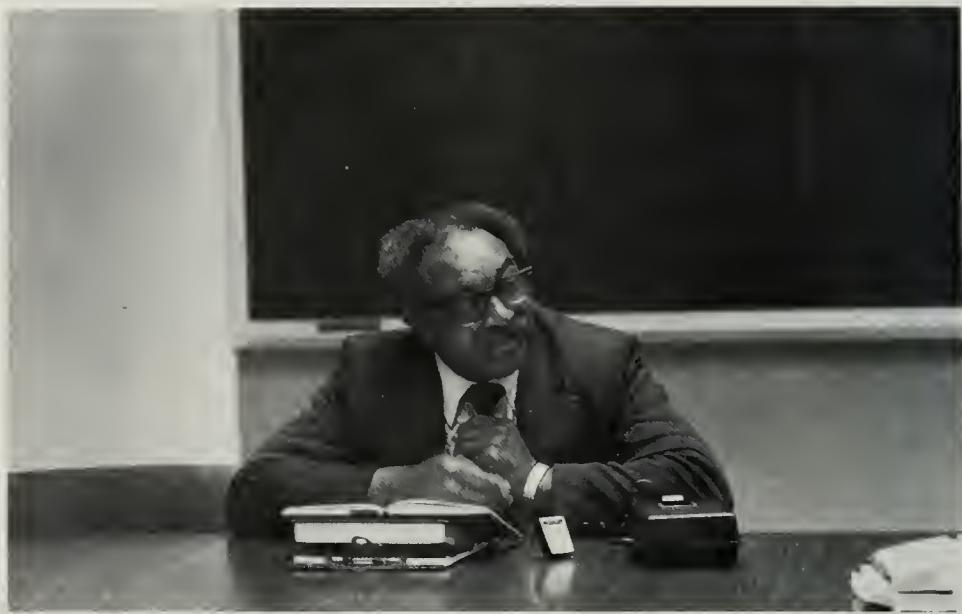
In 1924 James B. Duke established a trust fund for educational and charitable purposes. The chief beneficiary was Trinity College, which became Duke University. The purpose for establishing the trust was very clear: "I have selected Duke University as one of the principal objects of this trust because I recognize that education, when conducted along sane and practical, as opposed to dogmatic and theoretical lines, is, next to religion, the greatest civilizing influence . . . And I advise that the courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers, and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind . . ." The School of Religion began its work in the academic year 1926-1927, and formal exercises for its opening were held on November 9, 1926. In 1940 the name was changed to the Divinity School.

During its history the Divinity School has had outstanding teachers, scholars, and administrative leaders,* and its graduates have distinguished themselves by making significant contributions to the church and the world. In 1964 a program of expansion was begun, culminating in February, 1972, when the Divinity School doubled its physical facilities and moved into a handsome new building.

The Role of the Divinity School

The Divinity School represents theological inquiry and learning within the greater University. By history and indenture, it stands within the Christian

*Since the institution of the School in 1926, the following persons have served as Deans or Acting Deans: Edmund Davidson Soper, 1926-1928; Elbert Russell, 1928-1941; Paul Neff Garber, 1941-1944; Harvie Branscomb, 1944-1946; Gilbert T. Rowe, Acting Dean of the Faculty, 1946-1947; Paul E. Root (elected in 1947 but died before assuming office); Harold A. Bosley; 1947-1950; James Cannon III, Acting Dean 1950-1951, Dean 1951-1958; Robert Earl Cushman, 1958-1971; Thomas A. Langford, since 1971.



tradition and recognizes its distinctive lineage in, as well as its continuing obligation to, the United Methodist Church. The Divinity School, although United Methodist in tradition and dependency, receives students from many Christian denominations and offers its educational resources to representatives of the several communions who seek an education for a church-related ministry. From its inception, it has been ecumenical in aspiration, teaching, and practice, as well as in its faculty. Educational policy has consistently aspired to foster a Christian understanding "truly catholic, truly evangelical, and truly reformed."

The principal purpose of the Divinity School is the professional education for the ministry, which in today's world is manifested in a variety of forms. Provision to implement these increasing variations of ministry is a part of the School's curricular resources.

Although the conventional and inherited styles of ministry are now undergoing change, the Divinity School curriculum continues to prepare students for informed and discriminating discharge of the historic offices of church and congregation through the ministry of Word and Sacrament, pastoral care, and teaching. The Divinity School believes these offices will remain, although the form and context of "the local church" may change.

With this in mind, the Divinity School tries to prepare students for the mature performance of their vocation. It hopes to develop in each student a disciplined intelligence, informed by sound learning and equipped for worthy professional service. The resources are offered to students with a diversity of ministerial aims, although the School seeks, by recruitment and financial support, to prepare persons for ordination or lay professional vocations in the churches. This is regarded as a service to the Church, to the world, and primarily to the Lord of the Church.

The Relation of the Divinity School to Duke University

The Divinity School is an integral part of the University and shares fully in its activities, privileges, and responsibilities. The Sunday services in the Uni-



versity Chapel give Divinity School students each year an opportunity to hear several of the country's leading ministers. The University libraries make a rich collection of books and other materials easily accessible. Without paying additional fees, selected courses in the graduate and professional schools are open to Divinity School students, as well as the general, cultural, and recreational resources of the University.

Library Resources

Divinity School Library. The Divinity School Library contains a collection of more than 185,000 volumes in the field of religion and related disciplines and affords an unusual wealth of material for the seminary student. Although an integral part of the University's nine-unit library system, which possesses more than 2,600,000 volumes, the Divinity School Library has its own separate facilities in the Divinity School building. Its book collection is operated on the open stack system, and its reading rooms provide study facilities for students, space for the special reference collection in religion, and for the more than 600 religious periodicals to which the library currently subscribes.

Staffed by a librarian and a reference librarian trained in theology as well as library administration, by a circulation staff of two persons, and by a number of student assistants, the Divinity School Library offers a variety of reference services to assist the student in selecting and locating materials. The staff, in cooperation with the faculty, maintains a book and periodical collection to support basic courses and advanced research in all major fields of religious studies.

The Divinity School Library is adjacent to the Perkins Library. The seminary student may use the resources and facilities of the Perkins Library, some of which include manuscripts, archives, public documents, newspapers, periodicals, microfilms, maps, rare materials (among which are sixty prized ancient Greek manuscripts), and reference assistance. There is a provision for borrowing books from the libraries of the University of North Carolina and other neighboring institutions.

Admissions





Requirements and Procedures for Admission

The Divinity School is a fully accredited member of the Association of Theological Schools and is one of thirteen accredited seminaries of the United Methodist Church. It considers candidates for admission who hold an A.B. degree, or its equivalent, from a college approved by a regional accrediting body.

Pre-Seminary Curriculum. The Divinity School follows the guidelines of the Association of Theological Schools with respect to undergraduate preparation for theological study. In general, this means a strong background in liberal arts, especially the humanities. A well-rounded background in English language and literature, history, philosophy, psychology, religion, social science, and foreign languages is especially desirable.

Application Procedures. Application forms secured from the Admissions Office should be filed six to twelve months in advance of the intended date of enrollment. Ordinarily, no application for a degree program will be accepted after June 15 and November 15 for September and January enrollments, respectively. Applicants who live within approximately 300 miles of Durham will be required to come for on-campus visits and interviews prior to final admission. A *minimum* of thirty days is required to process any application for a degree program.

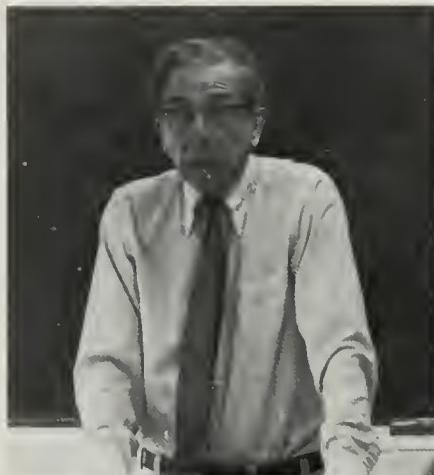
Applications from international students will be considered individually. Generally no distinctions are made in admission requirements between international and domestic students. Students from abroad must complete in writing all financial arrangements for study in the United States prior to final admission by the Admissions Committee.

Graduates of unaccredited senior colleges and universities may apply for admission but will be admitted only on a probationary basis.

Admission Requirements. Those persons are encouraged to apply:

1. Who have or will have been awarded a bachelor's degree from an accredited college or university prior to their intended date of enrollment;
2. Who have attained at least an overall *B*—(2.65 on 4.0 scale) academic average; and
3. Who are committed to some form of ordained or lay ministry.

Applicants are evaluated on the basis of academic attainment, future promise for ministry, and vocational clarity and commitment.



Admission on Probation. Applicants for admission who are graduates of accredited colleges but whose college transcripts do not fully meet Divinity School standards may be admitted on probation if other factors considered justify admission.

Probation means limited schedules of work, with the amount determined by the Associate Dean for Curricular Affairs (ordinarily no more than three courses each of the first two semesters), and also includes a review of work at the end of each semester by the Committee on Academic Standing until probation is lifted.

Admission as a Special Student. Special student status may be granted with the approval of the Director of Admissions and the Dean. Particular circumstances must prevail in the case of such admissions. Applications for special student status must be submitted at least thirty days prior to the intended date of enrollment. *Special students are ineligible for any form of financial assistance through the Divinity School.*

Admission Acceptance. Applicants are expected to indicate their acceptance of admission within three weeks and to confirm this with the payment of an admission fee of \$30. Upon matriculation, this fee is applied to the first semester tuition charge.

To complete admission students must provide a certificate of immunization and general health to the Student Health Service. The Admission Office must also receive a final transcript verifying the conferral of the undergraduate degree.

Persons who do not matriculate at the time for which they were originally admitted forfeit admission unless they present a written request for postponement to the Director of Admissions and Student Affairs.

Transfer of Credit. Transfer of credit from theological schools accredited by the Association of Theological Schools is allowed by the Divinity School. Credit from another institution will normally be limited to one-third and may not exceed one-half of the total number of credits required for graduation by the Divinity School. In each case a letter of honorable dismissal from the school from which transfer is made is required along with a transcript of academic credits. Applicants for transfer into a degree program are evaluated on the same basis as other applicants.

Conduct of Students

Duke University expects and will require of all its students continuing loyal cooperation in developing and maintaining high standards of scholarship and conduct. The University wishes to emphasize its policy that all students are subject to the rules and regulations of the University currently in effect, or which are put into effect from time to time by the appropriate authorities of the University. Any student, in accepting admission, indicates willingness to subscribe to and be governed by these rules and regulations and acknowledges the right of the University to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the University.

The Divinity School expects its students to participate in a communally shared concern for growth in life appropriate to Christian faith and to the dignity of their calling.

Policy of Nondiscrimination

Duke University does not discriminate on the basis of age, race, color, national and ethnic origin, sex, or handicap, in the administration of educational policies, admission policies, financial aid, employment, or any other University program or activity. Inquiries concerning the University's responsibility may be directed to the Director of Equal Opportunity.

Community Life





Corporate Worship

One of the most important aspects of a program of training for Christian life is a vigorous, inspiring, and varied program of participation in corporate worship. This corporate life of the Divinity School is centered in York Chapel where chapel services are held weekly. These services are led by members of the faculty, members of the student body, and guests. Services are voluntary but have been and will continue to be sources of inspiration and strength to the members of the community.

Living Accommodations

Residence Hall Accommodations. Trent Drive Hall, located near the Duke Medical Center, houses graduate and professional school students and undergraduate women. All assignments of graduate students are made on a first-apply, first-assigned basis.

The limited number of single rooms, located in the men's section, are usually reserved by previous occupants for the following academic year. Other rooms are equipped with the following for each student: bed with innerspring mattress, chest with mirror, desk with chair, and book shelving.

Town House Apartments. Duke University operates Town House Apartments primarily for graduate and professional school students. Others may be housed if vacancies exist. The setting of these apartments provides single graduate students a comfortable, home-like atmosphere free of all aspects of living inherent to residence halls. Sixteen of the thirty-two air-conditioned apartments are equipped for two students, and the remaining sixteen units are equipped for three students.

Central Campus Apartments. Duke University operates a 500-unit housing facility known as Central Campus Apartments. Completed in mid-1975, the complex provides basic housing for married graduate students, and single and

married students in non-degree allied health programs. Assignments are made on a first-apply, first-assigned basis.

For single students one-bedroom and two-bedroom apartments are fully furnished. The apartments for married students include a few efficiencies and a number of one-, two-, and three-bedroom units in which the kitchen, living room, and first bedroom are basically furnished. These apartments are equipped in such a way as to provide economy and convenience to eligible married students while allowing for individuality.

Off-Campus Housing. The Department of Housing Management maintains lists of rental apartments, rooms, and houses provided by Durham property owners or real estate agents who will agree not to discriminate in the rental property because of race, sex, creed, or nationality of a prospective tenant. These lists are available in the Central Campus office. Off-campus rental properties are not inspected or approved, nor does the University or its agents negotiate with owners for students, faculty, or staff.

Application Procedures. When students are informed of their acceptance to the Divinity School, they will also receive a form on which to indicate their preference for University housing. This form should be returned to the Divinity School, where it will be forwarded to the Department of Housing Management. Detailed information on the types of accommodations, and application forms, will be forwarded to the accepted student. However, if additional information is desired prior to a student's acceptance, please write to the Department of Housing Management, Duke University, Durham, North Carolina 27706.

Food Services. Food service on both East and West Campus is readily available. The dining facilities on the West Campus include a cafeteria with multiple-choice menus, a service area which includes cafeteria counters as well as a grill, and a table serving dining room, The Oak Room, where full meals and a la carte items are served. The Cambridge Inn, a self-service snack bar, is open throughout the day and evening. Trent Drive Hall has a public cafeteria and Gradel's, a snack bar/delicatessen, which is open until midnight.

Student Health

One of the prerequisites for gaining the most from the University experience is a sense of well-being. The aim of the University Health Service is to provide medical care and health advice necessary to help the student enjoy being a part of the University community. To serve this purpose, both the University Health Service Clinic and the University Infirmary are available for student health care needs. A separate fee for this service is assessed.

The main components of the Health Service include the University Health Services Clinic, located in the Pickens Building on West Campus, and the University Infirmary on the East Campus. Emergency transportation, if required, can be obtained from the Duke Campus Police. Residential staff personnel should be consulted whenever possible for assistance in obtaining emergency treatment.

The facilities of the University Health Service Clinic are available during both regular and summer sessions to all currently enrolled full-time students. The facilities of the University Infirmary are available during the regular sessions from the opening of the University in the fall until graduation day in the spring to all currently enrolled full-time students.



Since the Student Health Program does not cover students while away from the Duke campus, it is imperative that student pastors and assistant pastors (winter and/or summer) who are subjected to the hazards of highway travel with great frequency, secure complementary health and accident insurance for the full twelve-month period. Students whose course load entitles them to full coverage under the Student Health Program are eligible to secure a complementary insurance policy through the University which provides protection for the entire calendar year. Costs and details of the complementary policy are available from the Director of Admissions and Student Affairs. At the time of registration, a student *must* enroll in this complementary insurance program or sign a waiver of liability statement regarding health care and claims. Students in internship programs carrying less than two courses in any given semester are strongly encouraged to apply for this insurance. Foreign students are required to hold this or another acceptable policy.

The University has made arrangements for a student Accident and Sickness Insurance Plan to cover all full-time students for a twelve-month period. For additional fees a student may obtain coverage for a spouse or spouse and child. Although participation in this program is voluntary, the University expects all

graduate students to be financially responsible for medical expenses above those covered by the University Student Health Program through the University Accident and Sickness Policy, a private policy, or personal financial resources. Students who have equivalent medical insurance or wish to accept the financial responsibility for any medical expense may elect not to take the Duke Plan by signing a statement to this effect. Each full-time student in residence must purchase this student health insurance or indicate the alternative arrangement. The Student Accident and Sickness Insurance Policy provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, or while traveling between home and school and during interim vacation periods. Term of the policy is from opening day in the fall. Coverage and services are subject to change each year as deemed necessary by the University in terms of costs and usage.

Married students are expected to be financially responsible for their dependents, providing for hospital, medical, and surgical care, since their dependents are not covered at any time by Student Health.

The resources of the Duke University Medical Center are available to all Duke students and their spouses and children. Charges for any and all services received from the Medical Center are the responsibility of the student as are the charges for services received from physicians and hospitals not associated with Duke University.

The Student Mental Health Service, located in the Pickens Rehabilitation Building, is under the direction of Dr. W. J. Kenneth Rockwell. Evaluations and counseling and/or treatment for matters ranging from ordinary growth and development to the most serious emotional and personal problems are available.

Motor Vehicles

Each student possessing or maintaining a motor vehicle at Duke University must register it at the beginning of the academic year in the Security Office at 2010 Campus Drive. If a motor vehicle is acquired and maintained at Duke University after academic registration, it must be registered within five calendar days after operation on the campuses begins. Resident students are required to pay an annual fee of \$20 for each motor vehicle or \$10 for each two-wheeled motor vehicle. Students first registering after January 1 are required to pay \$14 for a motor vehicle or \$7 for a two-wheeled motor vehicle.

At the time of registration of a motor vehicle, the following documents must be presented: the state vehicle registration certificate, a valid driver's license, and satisfactory evidence of automobile liability insurance coverage with limits of at least \$10,000 per person and \$20,000 per accident for personal injuries, and \$5,000 for property damage, as required by the North Carolina Motor Vehicle Law.

If a motor vehicle or a two-wheeled motor vehicle is removed from the campus permanently and the decal is returned to the Traffic Office prior to January 1, there will be a refund of \$10 for a motor vehicle and \$5 for a two-wheeled motor vehicle.

Student Activities and Organizations

In the absence of common living and dining accommodations, community life in the Divinity School centers around a number of organizations and activities. The richness of life prevents more than a very selective listing of activities and organizations.

A primary center for community is a morning chapel service held every Tuesday, Wednesday, and Thursday in York Chapel while school is in session. Faculty and students share joint responsibility for these services.

A number of students find both intimacy and fellowship in one of several informal groups whose major purpose is to provide students with opportunities to express and share personal, professional, and spiritual developments with each other in weekly meetings on the campus and at home.

The Community Life Committee of the Student Representative Assembly annually plans at least six community-wide events for students and faculty. Weekend retreats present students with an opportunity to become better acquainted with each other and with faculty, and to explore matters of personal, professional, or spiritual concern. Dialogues on ministry occurring through the year help introduce students to practicing ministers and their personal, professional, and spiritual struggles and growth.

The Student Association. The officers of the Student Association are elected and serve as an executive committee for conduct of the business of the Representative Assembly.

The purpose of the Association is to channel the interests and concerns of Divinity School students to the following ends:

1. to provide student programs and activities;
2. to represent students to the faculty and administration;
3. to represent students with other Duke University organizations; and
4. to represent students in extra-University affairs.

Divinity School Choir. A student organization of long standing is the Divinity School Choir. Membership is open to all qualified students. The choir sings regularly for chapel and at special seasonal programs and services. New members are chosen by informal auditions which are arranged for all who are interested.

Divinity Wives. Divinity Wives is an organization of wives in the Divinity School which offers opportunities for sharing interests and concerns. The Wives' program, which includes a variety of speakers, small interest groups, and special projects, seeks to encourage and provide ways for wives to become a more integral part of the Divinity School community. Some activities are planned annually to include husbands and families. Faculty wives are also invited to attend Wives' meetings.

The Black Seminarians' Union. This is an organization of Black students whose major purpose is to insure the development of a theological perspective commensurate with the Gospel of Jesus Christ and relevant to the needs of Black seminarians and the Black Church, to improve the quality of life academically, spiritually, politically, and socially in the Divinity School.

The Student Pastors' Association. This association provides students actively serving their denominations in an ordained or lay capacity opportunity to meet, to share, to plan, and to act on their common needs and concerns as those serving the Church as senior and associate pastors while in school.

Women's Office. The Women's Office seeks to serve the entire Divinity School community through a focus on the special needs and contributions of women in ministry in and to the Church and society today. The Office, coordinated by a Divinity woman student, is a resource center for the whole community in addition to a support and action center for women in particular.

Financial Information

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Actions before Men

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2. ^{Small} ^{Sale}
^{Widow}

Short

1. ^{Buyer}
2. ^{Small} ^{Sale}
^{Widow}

Short

Interest
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Interest
Rate





Fees and Expenses

Estimated Living Expenses. The total cost for a student to attend the Duke Divinity School varies according to individual tastes and requirements; however, experience indicates that a single student may expect to spend a minimum of \$4,500 per year with an average of \$5,000, and a married couple may expect to spend a minimum of \$7,200.

Housing Fees. The charge for each person in a double room for the academic year is \$568 in the Trent Drive Hall. Single rooms are reserved for returning students.

The residential fee for Town House Apartments is \$739 and the fee for Duke Modular Homes is \$851. These rates are per person per academic year on the basis of three students to an apartment. Utility charges are not included in these fees. Cost of utilities, except water, will be shared by occupants in these apartments. Deposits are required by the telephone company.

Housing fees are subject to change prior to the 1977-1978 academic year. A \$50 deposit is required on all reservations.

Rates for Central Campus Apartments will be quoted to applying students upon request to the Manager of Apartments and Property. Refunds on housing fees will be made in accordance with the established schedules of the University.

Master of Divinity and Master of Religious Education Candidates. The table below lists basic minimum expenditures. In addition to the fees cited here, there is an admission fee of \$30 which is applied to the first term bill and a room deposit of \$50. See relevant sections on Admissions and Housing for full details.

	<i>Per Semester</i>	<i>Per Year</i>
Tuition—M.Div. and M.R.E.	\$975	\$1,950
Student Health Fee	43	86
Approximate Cost of Meals	450	900
Room (double) Trent Drive Hall	284	568

Tuition will be charged at the rate of \$243.75 per course. The figures shown are for a program carrying eight courses per year. Students will be charged for additional course enrollments.

Master of Theology Candidates. A student who is a candidate for the Th.M. degree will be liable for tuition on the basis of eight courses at the rate of

\$243.75 per course. All other costs and regulations for the Th.M. degree are the same as those for the M.Div. and M.R.E. degrees.

Special Student. A special student is one who is enrolled for academic credit, but who is not a candidate for a degree at that time. The tuition will be charged on a course basis. Other costs and regulations are the same as those for the M.Div. and M.R.E. candidates. No financial aid is available.

Audit Fee. Anyone seeking to audit a course in the Divinity School must, with the consent of the instructor concerned, secure permission from the Associate Dean's office. In accordance with the general University practice, a fee of \$40 per course will be charged all auditors who are not enrolled students.

Athletic Fee. Divinity School students may secure admission to all regularly scheduled University athletic contests held on the University grounds during the entire academic year by payment of the athletic fee of \$25 per year, plus any federal tax that may be imposed. The fee is payable in the fall semester.

Payment and Penalty. The tuition is due and payable not later than the day of registration for that semester. In unusual circumstances, a student may secure permission of the Dean to delay registration, provided it is not beyond the first week of classes and the student pays the \$25 late registration fee.

Tuition refund will be made according to the following schedule: before the beginning of classes: full refund; during the first or second week of classes: 80 percent; during the third to fifth weeks: 60 percent; during the sixth week: 20 percent; no refunds after the sixth week. Tuition or other charges paid from grants or loans will be restored to those funds, not refunded or carried forward.

Debts. No records are released, and no students are considered by the faculty as candidates for graduation, until they have settled with the Bursar for all indebtedness. Bills may be sent to parents or guardians provided the Bursar has been requested in writing to do so. Failure to pay all University charges on or before the times specified by the University for the semester will bar the student from class attendance until the account is settled in full.

Motor Vehicle Registration Fee. There is a \$20 registration fee for all automobiles (\$10 for two-wheeled motor vehicles) used on campus. For specifics see the chapter on Community Life.

Student Financial Aid

A student should select a school on the basis of educational opportunity. At the same time financial consideration will be a legitimate and often pressing concern. Each student should formulate at least a tentative plan for financing the entire seminary education. Although the exact method of financing the full theological degree may not be assured at the beginning, a student should have a clear understanding of the expenses and available sources of income for the first year and the assurance that there exist ways of financing subsequent years.

The Committee on Financial Aid will counsel the student concerning financial needs and possible resources. There is constant review of available resources in order to assist the greatest number of students. However, the basic financial responsibility belongs to the student who is expected to rely upon personal and family resources and earning and borrowing power. Other resources may include the student's church, civic groups, foundations, and resources of the school which may include grants, loans, field work grants, and employment. It is the goal of the Financial Aid Office to assist each student in planning a financial program so that as little indebtedness as possible will be incurred.



The total amount available through the Divinity School is limited. Further, the conditions set forth by the individual or institutional donors determine the circumstances under which the grants can be made. Almost without exception the donors require ecclesiastical endorsement and/or declaration of ministerial vocational aim.

The principles regarding the disbursement of financial aid are as follows:

1. Financial aid is recommended on the basis of demonstrated need. All students must file an application which substantiates needs and provides full information on potential resources. This is essential in order to make Divinity School funds available to the greatest number of students.
2. The total amount of financial aid available to any one student cannot exceed the average demonstrated need.
3. Grants will be made within the limits of the conditions set forth governing each source.
4. The conditions at the beginning of the academic year determining financial needs shall be the governing criteria for the year. Financial aid programs are set up on a yearly basis, except for those students who may enter the second semester and/or those few whose status may change.
5. Financial aid grants are made on a one-year basis. The assistance may consist of scholarships, loans, tuition grants, grants-in-aid, field education grants, and employment, which may be worked out in various combinations on a yearly basis. A new application must be filed each year.
6. Application for financial aid may be made by entering students at time of admission or currently enrolled students in the spring. Notification will be given after Committee approval. Student pastors serving United Methodist Churches can be notified after the pastoral charge and Annual Conference determine salary schedules.
7. Ordinarily financial aid is not available beyond six semesters (eight for pastors on reduced load).

Financial Resources

Personal. In order that both the Church and the Divinity School may be able to extend the use of their limited funds to as many students as possible, a student who desires a theological education should be willing to defray far as possible the cost of such an education. Resources may include savings, earnings, and gifts, support or loans, and if married, earnings of a spouse. In calculating anticipated income, the student first considers personal resources.

Church. Many local churches and conferences or other governing bodies provide gifts and grants for theological education, such as Ministerial Education Funds which provide grants and/or service loans to theological students. The student makes application to the home church, Annual Conference, Presbytery, or other governing body. The Financial Aid Office cooperates with these church agencies in making recommendations and in handling the funds. *United Methodist students and others must be under the care of the appropriate church body to be eligible for church support.* The school cannot compensate for a student's indisposition to receive church funds when such are available on application through the Annual Conference Ministerial Education Fund or other agencies.

The Divinity School, as a member school of the Association of United Methodist Theological Schools, takes cognizance of and subscribes to recommended policy and practice regarding the administration of United Methodist Church funds for student financial aid as adopted by the Association, June 15, 1970, and as bearing upon tuition grants, as follows:

"Resources for tuition grants, scholarships or the like are primarily available to students with declared vocational aims leading to ordination or recognized lay ministries and supported by commendation or endorsement of appropriate church representatives. At the same time, we believe that consideration for a tuition grant may be accorded to students who adequately indicate conscientious concern to explore, through seminary studies, a recognized church-related vocation. Finally, it is our judgment that, where the above mentioned conditions are deemed to be absent respecting a candidate for admission, the decision to admit such a candidate should be without the assurance of any tuition subsidy deriving from church funds." (*AUMTS Minutes, June 15, 1970.*)

Divinity School Scholarships. A limited number of scholarships are available to encourage qualified students to pursue their preparation for the Christian ministry. Such students ordinarily will not be eligible for remunerative employment during the academic year. When a student holding a scholarship is permitted to engage in remunerative employment, it is understood that adjustments may be made in the total scholarship and financial aid program for that student.

Junior Scholarships. Junior scholarships are available to a limited number of entering students of the junior year who are candidates for the Master of Divinity degree, and are awarded on the basis of academic record and promise of usefulness in Christian ministry. These scholarships are for the amount of up to \$1000 depending upon demonstrated need. Tuition grants in varying amounts are also available up to full tuition if demonstrated need warrants. Further, if the student applies for the Summer Endowment and Field Education Program, placement may be anticipated. Junior Scholarships are not renewable.

National United Methodist Scholarships. The General Board of Education of the United Methodist Church makes available two \$750 scholarships to rising middlers who have made outstanding records in the first year class. The Department of the Ministry offers these scholarships to students preparing for the parish ministry.

Middler Scholarships. Middler Scholarships of up to \$1000 are made available to rising middlers on the basis of academic attainment, character, and promise for the Christian ministry. The exact amount of the scholarship is dependent upon demonstrated need of the student.

Senior Scholarships. Two Rowe Scholarships for seniors and a limited number of additional Senior Scholarships in amounts of up to \$1000, depending on demonstrated need, are awarded to rising seniors who have achieved academic excellence and who give unusual promise of service in the Christian ministry.

Foreign Student Scholarships. In cooperation with the Crusade Scholarship Committee of the United Methodist Church and other authorized church agencies, students are selected and admitted to courses of study. Scholarships for such students are provided from the Lewis Clarence Kerner Scholarship Fund and from individual churches and private philanthropy.

Tuition Grants. These are available in amounts commensurate with demonstrated need as adjudged by the Committee on Scholarships and Financial Aid. Entering students may apply, on notice of admission, by submitting the Financial Aid Inventory to the Office of Financial Aid. Enrolled students may apply by annual renewal of their Financial Aid Inventory. Because of the purpose and attendant educational objectives of the school, resources for tuition grants are primarily available to students with declared ministerial aims or those wishing to explore a ministerial vocation leading to ordination or recognized lay ministries.

Field Education Grants. Varying amounts are made available through the Divinity School to students who choose to participate in the Field Education Program. The Offices of Field Education and Financial Aid work together in determining placement and grant amount. This program includes the summer assistants, winter assistants, and student pastors. See full description under the section on Field Education.

Loans. Loan funds held in trust by the University, as well as United Methodist Student Loans and funds supplied by the federal government, through the National Defense Education Act of 1958, are available to qualified students. The application must be submitted by July 1.

Unless otherwise indicated, all correspondence concerning financial aid should be directed to: Financial Aid Office, The Divinity School, Duke University, Durham, N. C. 27706.

Employment. Students or spouses desiring employment with the University should apply to the Director of Personnel, Duke University. Students or spouses make their own arrangements for employment either in the city of Durham or on campus.

Financial Aid Resources

Certain special funds have been established, the income from which is used to provide financial aid through scholarships and Field Education Grants for students wishing to secure training in preparation for Christian ministry. The resources listed below include endowed funds and sources of annual contributions.

Alumni Scholarship Fund. This fund was established in 1976 by the alumni of the Divinity School to provide financial support for ministerial candidates.

R. Ernest Atkinson Legacy. This legacy was established in 1952 under the will of the Reverend R. Ernest Atkinson, Trinity College Class of 1917, Richmond, Virginia.

Fred W. Bradshaw Fund. This fund was established by Fred W. Bradshaw of Charlotte, North Carolina, to be utilized for the enrichment of the educational program of the Divinity School, especially to support distinguished visiting scholars and outstanding students.

Emma McAfee Cannon Scholarship. This scholarship was established in 1969 by Bishop William R. Cannon in memory of his mother, Emma McAfee Cannon, and is designated to assist students from the North Carolina Annual Conference of the United Methodist Church who are studying for the pastoral ministry and planning to spend that ministry in the North Carolina Conference.

E. M. Cole Fund. This fund was established in 1920 by Eugene M. Cole, a United Methodist layman of Charlotte, North Carolina.

Dickson Foundation Awards. These awards were established by the Dickson Foundation of Mount Holly, North Carolina, to provide assistance to students who demonstrate financial need and superior ability. Preference is given to children of employees of American and Efird Mills and its subsidiaries, to residents of Gaston, Caldwell, and Catawba Counties, and to North Carolinians.

The Duke Endowment. Among the beneficiaries of the Duke Endowment, established in 1924, are the rural United Methodist churches of the two North Carolina Conferences. Under the Maintenance and Operation Program, Field Education Grants are available for Duke Divinity School students to serve in rural United Methodist churches under the Endowment and Field Education Program.

N. Edward Edgerton Fund. This fund was established in 1939 by N. Edward Edgerton, Trinity College Class of 1921, of Raleigh, North Carolina.

George D. Finch Scholarship Fund. This fund was established in 1972 by George David Finch, Trinity College Class of 1924, of Thomasville, North Carolina.

James A. Gray Fund. In 1947 James A. Gray of Winston-Salem, North Carolina, presented this fund to the Divinity School for use in expanding and maintaining its educational services.

P. Huber Hanes Scholarship. This scholarship was established by the late P. Huber Hanes of Winston-Salem, North Carolina, Trinity College Class of 1900, as a scholarship fund for Duke University, a portion of which is used to provide financial assistance for Divinity School students.

Richard R. Hanner, Jr. Scholarship. This scholarship was established in 1973 by friends of the late Richard R. Hanner, Jr., Trinity College Class of 1953, to support advanced work in Christian education.

Franklin Simpson Hickman Memorial Fund. This fund was established in 1966 by Mrs. Veva Castell Hickman as a memorial fund in memory of her husband, who served as Professor of the Psychology of Religion, the Dean of the Chapel of Duke University, and the first Preacher to the University. The income of the fund will support a regular visiting lecturer in preaching and financial aid to students who wish to specialize in the psychology of religion.

George M. Ivey Scholarship Fund. This fund was established in 1948 by a gift of George M. Ivey, Trinity College Class of 1920, of Charlotte, North Carolina.

Charles E. Jordan Scholarship Fund. This fund was established in 1969 by the family of Charles E. Jordan, former Vice President of Duke University.

Lewis Clarence Kerner Scholarship. This fund was established in 1959 by Beatrice Kerner Reavis of Henderson, North Carolina, in memory of her brother and designated for the assistance of native or foreign-born students preparing for service in world Christian mission.

Carl H. and Mary E. King Memorial Fund. This fund was established in 1976 by friends and family and is to be used for students preparing for the parish educational ministry.

Laurinburg Christian Education Fund. This fund was established in 1948 by members of the First United Methodist Church, Laurinburg, North Carolina.

Dr. D. M. Litaker Scholarship. This scholarship was originally established by Charles H. Litaker in 1946 in honor of his father, Dr. D. M. Litaker, Trinity College Class of 1890, and was specified for the Divinity School in 1977 by the Litaker family. The income is for support of persons preparing for ministry in the Western North Carolina Annual Conference of the United Methodist Church.

Myers Park Scholarship Fund. This fund was established in 1948 by members of the Myers Park United Methodist Church, Charlotte, North Carolina.

W. R. Odell Scholarship. This scholarship was established in 1946 by the Forest Hills United Methodist Church, Concord, North Carolina.

Gilbert T. Rowe Memorial Scholarship Fund. This fund was established in 1960 through the generosity of Divinity School alumni and friends of the late Professor of Systematic Theology.

Elbert Russell Scholarship. This scholarship was established in 1942 by the Alumni Association of the Divinity School in honor of the late Dean of the Divinity School and Professor of Biblical Theology.

Earl McCrary Thompson Scholarship. This scholarship was established in 1974 in honor of the late Earl McCrary Thompson, Trinity College Class of 1919.

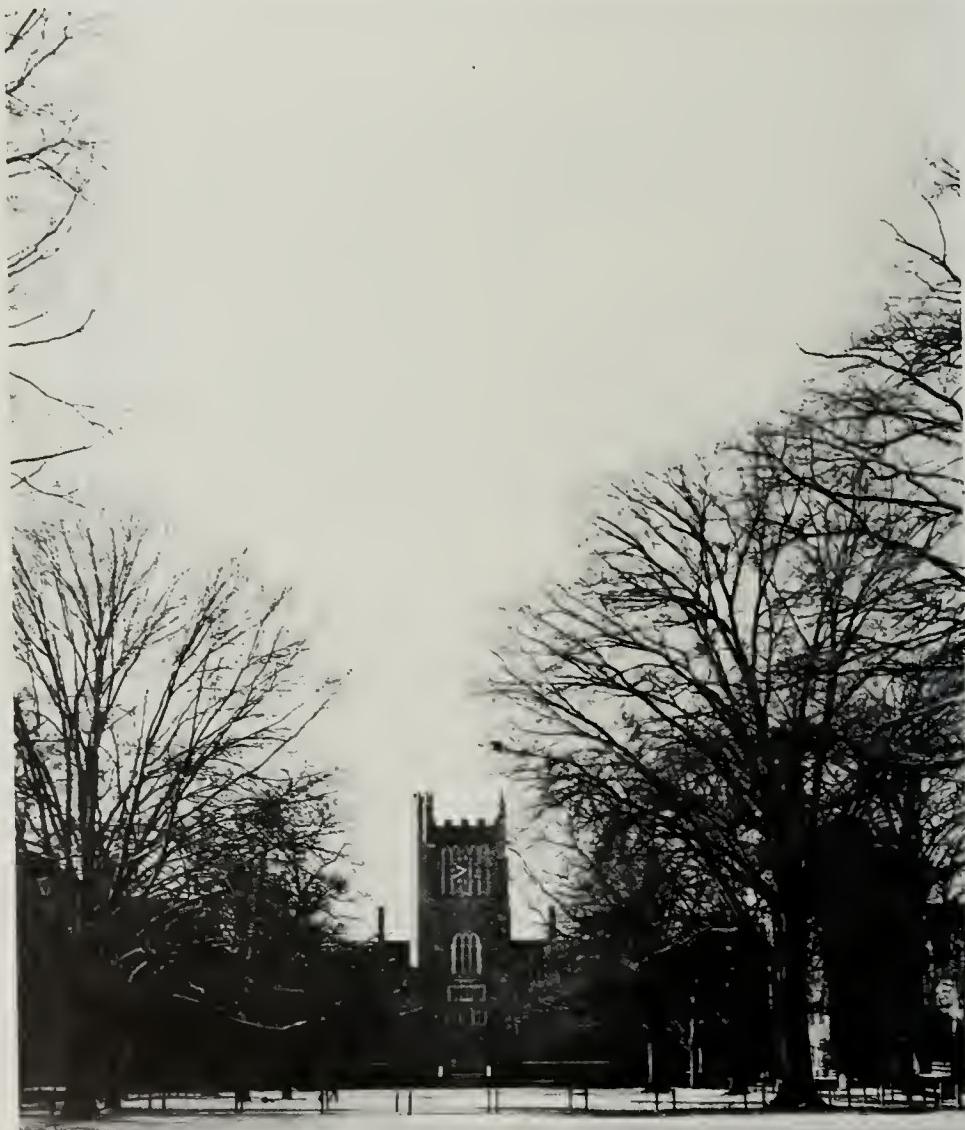
Hersey E. Spence Scholarship. This scholarship was established in 1947 by the Steele Street United Methodist Church of Sanford, North Carolina, in honor of their former pastor and late professor in the Divinity School.

The United Methodist Church. The United Methodist Church makes a substantial contribution to the Divinity School by designating a percentage of its Ministerial Education Fund and World Service Offerings for theological education. The general Board of Education makes available annual two National United Methodist Scholarships having a cash value of \$750 each.

The Divinity School Fellowship. This fellowship was established by a group of interested laypersons who provide support for students with demonstrated need.

Dempster Graduate Fellowships. The United Methodist Board of Education offers two fellowships each year for graduates of United Methodist theological schools who are engaged in programs of study leading to the Ph.D. degree in religion. A number of Divinity School graduates have held these fellowships.

Field Education





A Ministerial Development Program

Field education is designed to develop ministerial competency in Divinity students by placing them in situations where they can bring their theological concepts to bear upon the problems and dilemmas of real life; where they can develop skill in ministerial functions; where they can bring the perceptions of personal experience to bear on their reflective studies; and where these perceptions may be integrated into the students' life and expressed in effective ministry behavior.

As the clinical dimension of theological education, field learning is designed to: (1) help students develop their own vocational self-identity as ministers by providing situational experimentation with a variety of ministry tasks; (2) provide a ground for the testing and reconstruction of theological, psychological, and sociological concepts; (3) develop the ability to do critical and reflective thinking by relating theory to experience; (4) help students formulate and experimentally refine their own unique ministry skills to achieve an acceptable level of professional competence; (5) integrate academic studies, experiential discovery, and reflective insights into a personal spiritual foundation that produces a confident and effective ministry.

A field context has built into it such specific learning components as: student-made learning contracts, field supervision and learning guidance, reflection groups, peer groups, investigation-research projects, seminars, integrative tutorials, directed readings, and evaluation processes. These elements constitute the academic discipline that connects experience into meaningful learning and provides the basis for legitimate ministerial growth.

Field Education Credit Requirements

In an effort to sustain the learning focus of field education, the faculty has approved the following credit requirement plan. Two units of approved Field Education Placement are required for graduation certification in the Master of Divinity degree program. A unit is defined by one term placement, either a summer term of ten weeks or a winter term of thirty weeks at sixteen hours per week. To be approved, the field context must provide in it ministerial identity and role, distinct ministerial tasks, qualified supervision, a service-learning contract, regular supervision conferences, and effective evaluation. Each unit also requires completion of the appropriate field education seminar.



The seminar required for each unit of credit will include the use of case material prepared by the student and critical reflection upon the nature and task of ministry as it is experienced in an approved field context. Seminars will be led by faculty and practicing ministers. The field seminars must be taken in a sequential pattern: FE I, Ministerial Development Seminar, must be prerequisite to FE II, Ministerial Practice Seminar. Students must be enrolled in the School, have full-time status, and currently be registered in course work to be eligible for credited field seminars.

To qualify for credit the student must preregister for the approved placement, develop and complete a learning contract with acceptable quality of work, cooperate with the supervisor, participate in the assigned seminar, and prepare an evaluation of the experience. Evaluation and grading will be done by the field supervisor, student, and seminar leader, utilizing self-assessment, a rating scale, and a written report.

Additional ministerial certification is associated with various course offerings and practicum projects listed in the section on courses of instruction. These particular credits are independent of the required Field Education Unit and may not be substituted for it.

Field Settings for Ministry Development

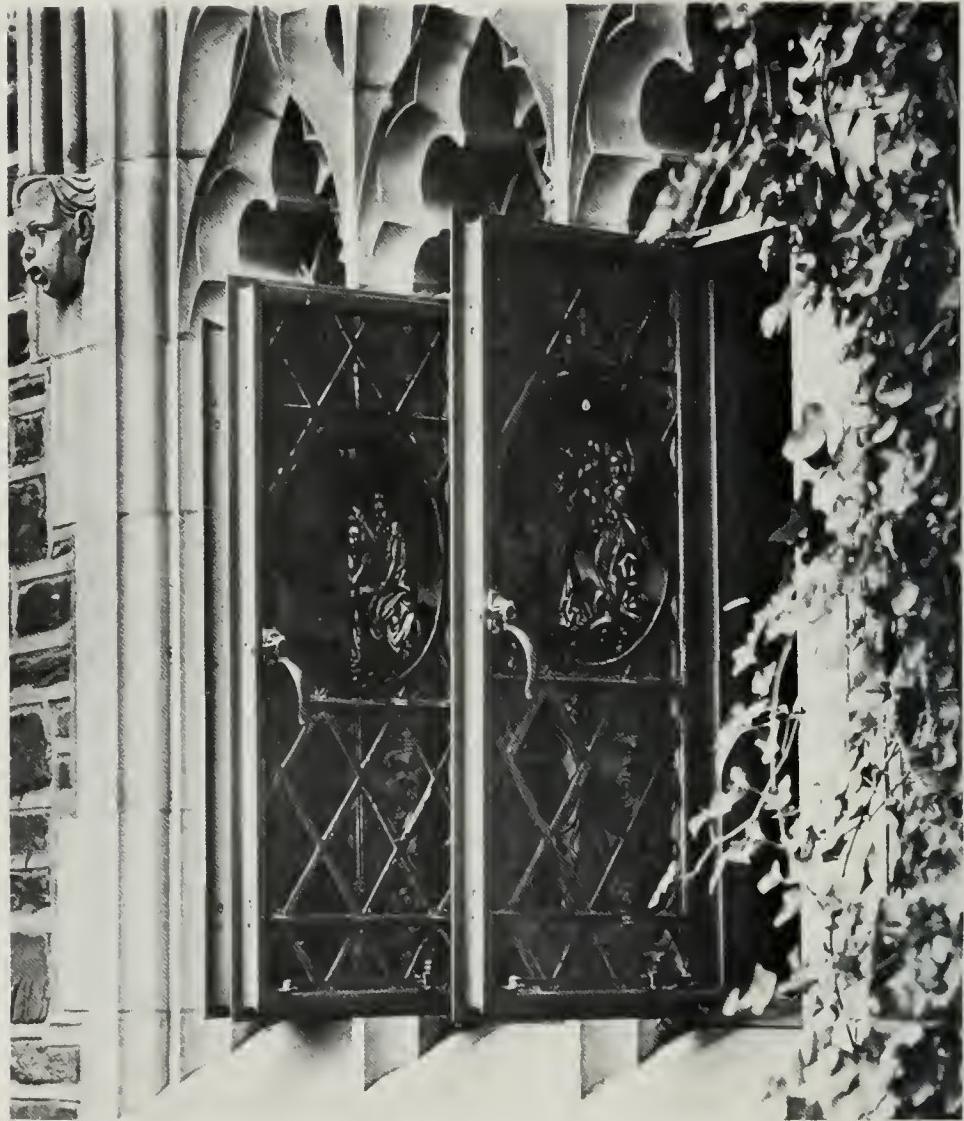
Field placements are usually made in settings that have been developed and approved by the Divinity School. They contain opportunities for ministerial service under supervision, pastoral identity, and evaluation.

A wide variety of ministry settings is available for varying student interests: parish settings include rural, suburban, central urban, cluster groups, larger parish patterns, staff team ministries; social agency settings include a settlement house, Crisis Center, Women-in-Action, rest homes, social services center; institutional settings include hospitals, mental health institutions, prisons, youth rehabilitation centers, mental retardation centers, retirement homes, and government agencies; campus ministry settings include positions on the campus of a variety of schools; resort ministries in the summer term, and youth camps.



Internship Program

An internship assignment embraces both a full-time salaried position and a learning commitment in a single context over a period of time ranging from four to twelve months. These assignments are designed to engage the student in considerable depth in particular ministry skills in a setting relevant to the vocational area of interest. They must encompass an advanced level of specialized field experience which is more complex and extensive in its serving and learning potential than the basic field education program short-term placement. The internship may be individually designed to meet the needs and interests of the student, provided that the plan includes a student learning contract, an agency service contract, approved supervisory standards, an investigation-research project acceptable to the assigned faculty adviser, and participation in either a colleague group or seminar. When these components are satisfactorily met and the evaluation reports are filed, credit for up to two courses (six semester hours) may be assigned for the internship. No additional academic credit may be accumulated during the internship year. Grading for the two course credits will be on a pass/fail basis.



Internship settings may be student initiated or negotiated by the School. In either case an agency contract covering all agreements must be made and filed with the Director of Field Education. Types of settings occasionally available for internship placement include: campus ministry and college chaplaincy positions; parish ministry positions—such as associate pastor, parish director of education; social agency and institutional positions; a World Mission Internship of one to three years of national or overseas service; and occasional governmental positions. Other internships in the church or in specialized ministries in the secular world may be planned in consultation with the Director of Field Education.

To be eligible to register for an internship, the students must have completed at least two full years of their seminary curriculum and be registered as students in good standing in the Divinity School. Application forms and processing for internships will be done through the Office of Field Education.

Students Serving As Pastors

Students frequently serve as pastors of churches, or part-time associates, during the period of their study in the Divinity School. These appointments are made by the appropriate denominational official or body. The Divinity School recognizes this arrangement and recommends that the student should consult with the Director of Field Education, as agent of the Dean, before accepting an appointment as pastor or associate pastor. In some cases this is required before grants can be approved.

The Field Education Office cannot make these appointments. This is within the jurisdiction of denominational authorities, and students should initiate their own arrangements. The Field Education Office, however, will provide current information concerning pastoral appointments open to students and will send references upon request to ecclesiastical officials. Salaries and other forms of remuneration for this pastoral service must be reported to the Financial Aid Secretary of the Divinity School when application is made for financial aid from the school.

Students who serve in these capacities ordinarily may enroll in not less than two or more than three courses per semester, thus requiring, in most cases, four academic years to complete the Master of Divinity degree. Relaxation of this regulation requires the permission (on the appropriate form) of the supervising church official, the Director of Field Education, and the Associate Dean for Curricular Affairs. Further, students whose residence is located more than fifty miles from the campus will be required to live on campus during the academic week. Any departure from this requirement must be negotiated with the Director of Field Education.

In keeping with the goal of the School to develop professional competence in ministry, students should use their pastoral appointments as learning contexts for field education programs initiated by the School. Special seminars and reflection groups may be arranged in consultation with students to advance their professional growth and performance. For particular field learning projects, a supervisor may be assigned to guide the pastor's learning activity in the parish. Periodic evaluation will be expected from both supervisors and pastors. The required field education units may be done in the pastor's parish, if all the conditions outlined for credit are met, and all reports are completed and filed at the appropriate time.

Field Education Seminars

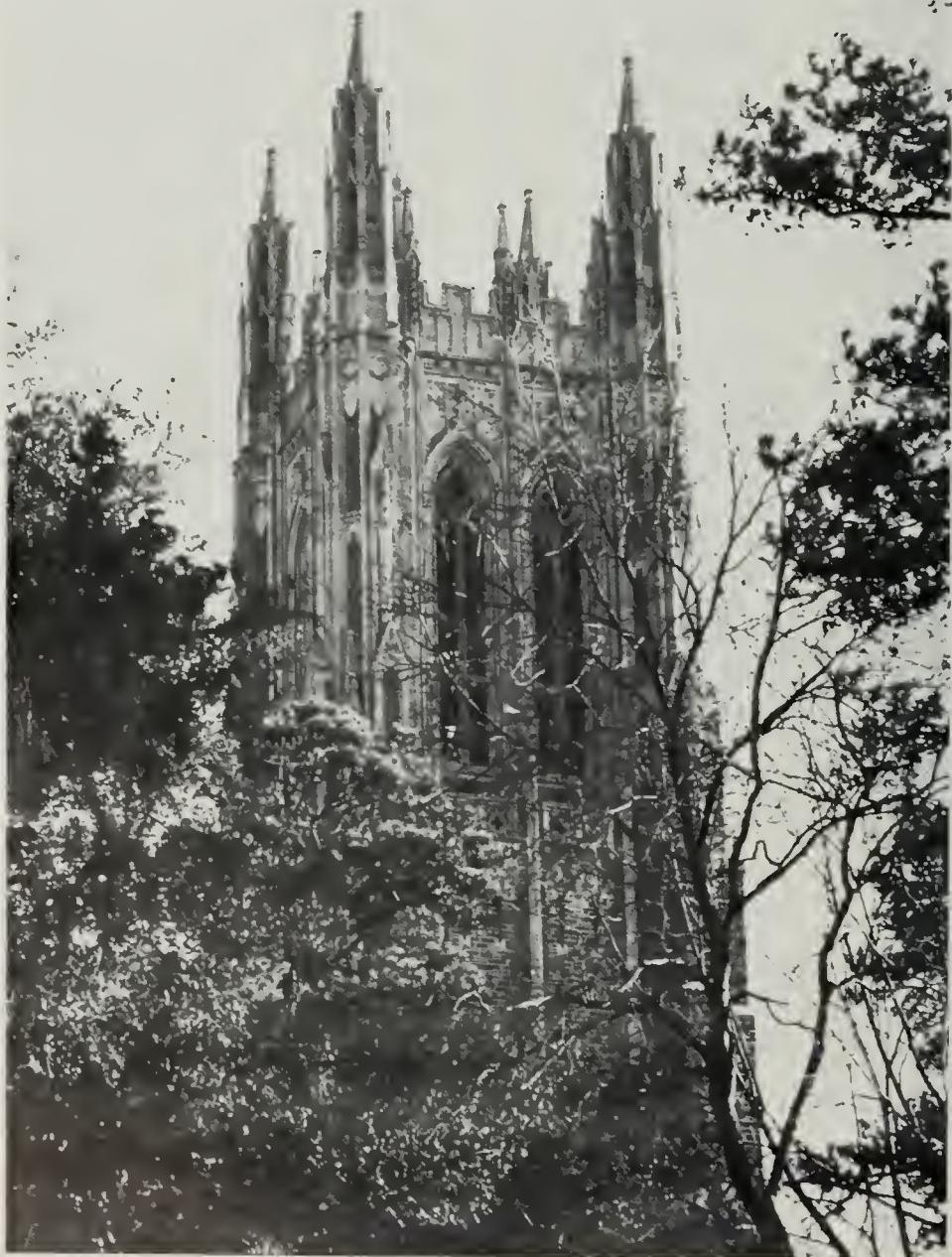
The two professional ministry units of credit required for the Master of Divinity degree may be earned by approved field placement and participation in the seminars listed below. FE I is prerequisite to FE II.

FE I. Ministerial Development Seminar. Through the use of case material, critical reflection upon the nature and task of ministry as experienced in a field context with special emphasis upon vocational development and ministerial role. Two hours a week. *Faculty or Staff Leadership.*

FE II. Ministerial Practice Seminar. Case studies to develop competence in church administration, preaching and worship, pastoral care and counseling, and religious nurture and teaching. Two hours a week. *Faculty, Staff, and Professional Ministerial Leadership.*

Registration for these seminars should be done through the Registrar's Office at the normal registration time. Credit forms should be secured from the Field Education office. Since no semester hour credit values are assigned to these seminars, there will be no tuition charge for them.

Black Church Studies





The Black Church Studies Center

Black Church Studies at Duke Divinity School is an engagement of the Divinity School with the Black church, Black theology, and the Black community, and represents an appreciation for study of and involvement in Black religious experiences. The Black Church Studies Center exists to illuminate the several dimensions of these experiences, to investigate and expose the contributions which the Black church has made and can make to both the Black community and American culture, and to actualize the potential for service to the church through its special concerns for ministry and mission to Black people in both church and community. The Center is a concrete expression of the role of Black Church Studies in theological education which undertakes faithfully to serve Christ and his Church.

The Black Church Studies Center is the visible evidence of a quest for ministry, justice, and community among Divinity School faculty and students. It is a quest of teachers and seminarians, clergy and laity from both races for clearly developed curricular programs, research projects, and continuing education. It is recruitment, counseling, supervision, curriculum development, research, teaching, academic advising, continuing education, and service to Black churches and congregations. It is, in conception and nature, an instrument which serves both internal and external interests of the Divinity School; and its immediate clientele is simultaneously the academic and religious communities.

The curriculum in Black Church Studies is already being developed and staffed, and the list of current offerings may be found in this catalogue in the section on Courses of Instruction. Dr. Joseph B. Bethea joined the staff in 1972 as Director of Black Church Studies; and in 1974, Dr. Herbert O. Edwards, a scholar in Black Church Studies, joined the faculty. In addition, Black faculty from the Religion Department and from other departments of the University complement our offerings, and associates in instruction are secured as need arises.

In the 1976-77 academic year, thirty-eight Black seminarians were enrolled at Duke. This constitutes between 10 and 11 percent of the total enrollment. Seven of these were graduated in May, 1977, with the Master of Divinity degree.

The Black Church Studies Center offers counsel and advice to prospective Black seminarians in undergraduate schools. Since Black theological students are the *raison d'être* for the Black Church Studies Center here, the Director of the Center invites inquiries and offers assistance in planning a program of studies at Duke. The Director has responsibility, moreover, for advising students about field education placement, financial aid, adjustment needs, and a broad range of other student requirements. Further information concerning the Center is available from Karen Collier, Acting Director of the Black Church Studies Center, Duke Divinity School, Durham, North Carolina 27706.

Continuing Education





The Continuing Education Center

Through the Continuing Education Center and the faculty Director of Continuing Education, the Divinity School offers expanded services of its faculty and facilities in continuing education for ministry. The Charles P. Bowles Continuing Education Center in the new wing of the Divinity School includes a seminar room and spacious study carrels for ministers involved in individual study or in-residence seminars. The Divinity School Library, the Henry Harrison Jordan Loan Library, the growing collection of tape recordings of sermons, lectures, and interviews, the Pickens Communications Center, and *The Duke Divinity School Review* are also available for continuing education for ministry. The Director and the Divinity School Committee on Continuing Education, in cooperation with church leaders throughout the region, provide a year-round program of in-residence seminars and conferences, extension seminars and consultations, and special services to ministers and churches in the vicinity.

Admission and Scholarships

Conferences, churches, and other supporting groups and institutions have made available through the Divinity School certain designated funds to assist in continuing education for ministry. Inquiries, applications for admission, and requests for continuing education scholarships for in-residence seminars should be directed to the Director of Continuing Education, Duke Divinity School, Box 4673, Duke Station, Durham, North Carolina 27706.

In-Residence Seminars and Conferences

During the academic year 1976-1977 and the summer the Divinity School has conducted a series of in-residence continuing education programs at Duke University and at nearby Camp Chestnut Ridge, with faculty and guest leaders. These programs included seminars and conferences on "Decision-Making in the Black Church," "Preaching and Worship in Churches of Small Membership," "Sermon Worship for Advent and Christmas," "Education and Evangelism," "Assertiveness Training for Christian Leaders," "Sermon Workshop for Lenten Preaching," "Intergenerational Christian Education," "Latin American Liberation Theology and Its Significance for North American Theology," "Group Process Approach to Church Management," "The Biblical Faith and the Black American," "Liturgy and Education Seminar and Retreat," and the summer Campus Ministry Institute. In addition, an individual and group in-residence guided study program was instituted this year.

The Spring Institute for Ministry, successor to Summer Institutes and Summer Clinics of other years, included seminars on "Studies in the Gospel of John," "Preaching and the Few," "Connectional Programming for Churches of Small Membership," "Pastoral Ministry in Crisis Situations," "Worship as a Pastoral Concern," "This Is Their Method" (Sermon Preparation), "Ministry with the Elderly," "The Minister's Spiritual Life," "Local Programming for Churches of Small Membership," "Studies in the Gospel of Mark," and "Workshop for Ministers-Supervisors for the Summer Field Education Program."

Extension Seminars, Workshops, and Lectureships

Extension services in continuing education for ministry during 1976-1977 included a varied series of seminars, workshops, lectureships, and conferences held in cooperation with district and conference continuing education committees, church agencies, and institutions of higher education and professional training for ministry. Divinity School faculty and associated resource leaders provided such services as lectureships and preaching in pastors' schools and conferences, theological schools, and Christian educators' conferences in many states, including Alabama, California, Colorado, Florida, Georgia, Minnesota, Pennsylvania, Texas, and Virginia, as well as North Carolina, and extensions into Canada and Mexico. Other services are exemplified by the Albemarle District seminar on "Biblical Preaching Today;" the Lay-Clergy Conference at the Continuing Education Center, Boone, on "Economic Realities for Clergy Families and Churches;" a "Management for Ministry" seminar at Lake Junaluska; and participation in work of conference continuing education committees in policy and program planning. An additional special service this year was the travel-study seminar, "Introduction to Mexico," for ministers, laity, and Divinity School students, led by the Director of Continuing Education.



The Convocation and Pastors' School

The annual Divinity School Convocation and North Carolina Pastors' School, a cooperative endeavor with the North Carolina and Western North Carolina Conferences of The United Methodist Church through the Board of Managers of the Pastors' School, brings ministers, lay persons, students, and faculty together for a series of lectures, sermons, and courses, along with alumni reunions and social occasions.

Bishop L. Scott Allen of the Charlotte Area gave the opening address of the October 25-27, 1976, Convocation. The James A. Gray Lectures were given by Dr. William Peter Stephens, of Wesley College, Bristol, England, and Dr. Donald W. Shriver, Jr., President of Union Theological Seminary, New York, both of whom served also as Convocation Preachers. In observance of the Fiftieth Anniversary Year of the Divinity School, there were special lectures by Dr. James T. Laney, Dean and Professor of Christian Ethics, Candler School of Theology, and Dr. Robert E. Cushman, Research Professor of Systematic Theology. A special reception honored retired members of the Divinity School faculty. Seven other faculty members led mini-courses, along with the Reverend Judith L. Weidman of the Board of Higher Education and Ministry, who also was Alumni Luncheon speaker. Choral music for evening sessions and for worship was offered by the Bennett College Concert Choir and the Divinity School Choir.

Lectures and Symposia

The James A. Gray Lectures. These annual lectures, established in 1950 as part of a bequest made in 1947 by James A. Gray of Winston-Salem, North Carolina, are delivered in the context of the Divinity School Convocation and North Carolina Pastors' School. The 1976 Gray Lectures were shared by Dr. William Peter Stephens, Randles Professor in Historical and Systematic Theology (also Homiletics) at Wesley College, Bristol, England, and Dr. Donald W. Shriver, Jr., President and Professor of Christian Ethics, Union Theological Seminary, New York. Theme for Dr. Stephens' two lectures was "Preaching Jesus Christ Today." Dr. Shriver's two lectures were on "The Uneasy Alliance of Piety and Politics." The 1977 Gray Lectures will be given by Dr. Richard John Neuhaus, Pastor of The Church of St. John the Evangelist (Lutheran), Brooklyn, New York, and Senior Editor of *Worldview*.

The Franklin S. Hickman Lectureship. This lectureship was established in 1966 as part of a bequest by Mrs. Franklin S. Hickman in memory of her late husband, Dr. Franklin Simpson Hickman, Professor of Psychology of Religion, Duke Divinity School, and Dean of the Chapel, Duke University. This lectureship enables the Divinity School to bring practicing ministers of extraordinary qualities to lecture and preach in the Convocation and Pastors' School and to participate in Divinity School classes, worship, and informal sessions with students and faculty. The 1977 Hickman Lecturer will be Dr. Urban T. Holmes, Dean of the School of Theology, University of the South, Sewanee, Tennessee. In addition the Hickman Lectureship will include a series of lectures, sermons, and workshops in Worship and Preaching by leaders in United Methodist liturgical revision: The Reverend Hoyt Hickman of the Board of Discipleship; Professors H. Grady Hardin and James F. White of Perkins School of Theology; and Professor Emeritus Paul W. Hoon of Union Theological Seminary.

Symposium on Christian Missions. Each year the Divinity School presents a symposium on the world mission of the Church, usually including a visit by a

secretary or missionary personnel. The general aims are "to inform students and faculty of the philosophy and work of missions as seen through the personal experience of speakers; to educate present and future ministers so that they will have a vital concern for the promotion of missionary education in the local church; and to evaluate the missionary enterprise as a significant force in the revolutionary world."

Other Divinity School Lectures. The Lecture Program committee sponsors a series of public lectures throughout the year for the Divinity School, the Duke University community, and the ministers, churches, and community of Durham. Speakers during 1976-1977 included:

- Dr. Elizabeth Moltmann, of Tübingen, Germany
- Dr. Will D. Campbell, Director, Committee of Southern Churchmen, Nashville
- Dr. George E. Koehler, Division of Education, Board of Discipleship, Nashville
- Dr. David Baily Harned, Chairman and Professor of Religious Studies, University of Virginia
- Dr. Joseph Kitagawa, Dean, The Divinity School, University of Chicago
- Dr. José Míguez Bonino, Dean of Postgraduate Studies, Instituto Superior Evangelico de Estudios Teologicos, Buenos Aires, Argentina
- Dr. Rudolph Featherstone, Director of Black Studies, University of Massachusetts, Boston Campus—the Martin Luther King, Jr. lecturer.

Ministry in the Vicinity

Ministers and churches in the vicinity of Duke University are especially welcome to avail themselves of continuing education programs, facilities, and other services of the Divinity School and its faculty and students. They are invited to attend public lectures, visit with distinguished lecturers, participate in in-residence seminars and conferences, audit selected courses, study in the continuing education carrels, and use the resources of the Divinity School Library, the Henry Harrison Jordan Loan Library, and the tape recordings collection. Divinity School faculty, staff, and students are generally available for preaching, teaching, and other services in churches of the community and region.

The Course of Study School

In cooperation with the Department of Ministry of the Board of Education and the Southeastern Jurisdictional Conference of the United Methodist Church, Professor Paul A. Mickey directs the Course of Study School for pastors of the United Methodist Church. This school is in session for approximately four weeks each summer, and the required studies for one full year can be completed in this period. This is not a part of the regular work of the Divinity School degree program, and no credit toward a seminary degree can be earned. The faculty includes representatives from the Divinity School and other church-related institutions. The twenty-ninth session of the Course of Study School was held June 27 to July 22, 1977.

The J. M. Ormond Center for Research, Planning, and Development

This center was established in memory of the late Dr. J. M. Ormond, Professor of Practical Theology of the Duke Divinity School and Director of the

Rural Church Program under the Duke Endowment 1923-1948. The North Carolina Annual Conference established the J. M. Ormond Fund in 1951. This fund was a part of the special effort by the North Carolina and the Western North Carolina Conferences of the United Methodist Church to raise extra funds for the Divinity School. The Center is under the Director of Research, Professor Robert L. Wilson, and is jointly supported by the Ormond Fund and the program of the rural church under the Duke Endowment. The purpose of the Center, which is structured in cooperation with the two Annual Conferences, is to assist the church in performing its ministries. The Center utilizes the methodologies of the social sciences to provide research and planning services for congregations and denominational organizations.

The Henry Harrison Jordan Loan Library

Henry Harrison Jordan, distinguished member of the Western North Carolina Conference (1862-1931), was memorialized by his children by the establishment of an endowment in 1947. The Divinity School librarian is the custodian of books purchased under this fund for loan, through postal services, to qualified ministers of all denominations or localities. The Jordan Loan Library undertakes to maintain a catalogue of up-to-date publications representative of the several theological disciplines and areas of the minister's professional interest. Books may be borrowed by application to the librarian of the Divinity School.

The Duke Divinity School Review

Three times each year (autumn, winter, and spring) the Divinity School publishes a magazine designed to acquaint its readers with current theological thinking through the inclusion of public addresses given at the school, articles by faculty members and others, and book reviews. The *Review* is circulated free of charge to a mailing list of some 2,600, including alumni of the School, interested friends, campus ministers, teachers, administrators, and librarians. It is also available to students upon request.

Other Programs

Facilities for Advanced Study through the American Schools of Oriental Research. Duke University is one of the supporting members of the American Schools of Oriental Research. Accordingly, students in the Divinity School have the privilege of attending the Albright Institute of Oriental Research in Jerusalem, the American Center of Oriental Research in Amman, and similar institutions without charge for tuition. They may also compete for the four fellowships offered annually by the Schools, the stipends depending upon available funds.

Programs in Pastoral Psychology. Programs in pastoral psychology beyond the studies incorporated in the M.Div. curriculum are provided in cooperation with the Duke University Medical Center. Four such special programs are available.

1. The Master of Theology degree with a major in pastoral psychology is ordinarily a calendar year program beginning the first full week in June. However, upon the recommendation of the staff, candidates with a quarter or more of clinical pastoral education may begin their program in September. The candidate may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and

theological understanding to professional ministry, especially the parish, through course work and supervised field or clinical experience; a concentration in pastoral care through course work and an intern year in basic clinical pastoral education; and a concentration in pastoral counseling through course work and a year of advanced clinical pastoral education. In the context of clinical pastoral education various professional goals may be sought including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The program in clinical pastoral education is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will advance toward certification with the American Association of Pastoral Counselors. A quarter of clinical pastoral education (PP 277A or its equivalent) is considered a prerequisite for all programs. Degree candidates who extend their program over the calendar year receive three certified units of clinical pastoral education and non-degree candidates receive four certified units.]

2. Single quarters of Basic Clinical Pastoral Education are offered each summer (beginning the first Monday in June and running for eleven weeks) and during the academic year either concentrated in one semester or extended over two semesters. When the quarter is completed within one semester, the student may take two other courses in the regular M.Div. program; when it is extended over two semesters, the student may take three other courses. Two transfer course credits will be granted for a summer CPE quarter or two course credits will be granted for the quarter taken during the academic year (unless a course credit has already been granted for PP 177, in which case only one additional credit will be given for the CPE quarter).

Students in CPE may not have other field education appointment or employment. However a CPE quarter will, when satisfactorily completed, count as one field education unit if taken in relation to either Field Education Seminar I or II. Only one field education requirement may be fulfilled by CPE.

Students are reminded that ordinarily no more than five courses out of twenty-four for the M.Div. degree should be taken in any one subdivision.

3. A one-year certificate or nondegree internship program in clinical pastoral education is available through the Duke Medical Center for persons who hold the Master of Divinity degree or its equivalent. Also, students who wish to pursue a pregraduation intern year are invited to apply, provided they have completed at least one year of theological education. The certificate, nondegree intern year can be done at any level of clinical pastoral education (basic, advanced, supervisory) at which the candidate and the supervisory staff judge appropriate. These persons may enroll in the Divinity School as special students for a course or two each semester. Such training usually provides four quarters of certified clinical pastoral education credit.
4. A two-week clinic in pastoral care is provided each summer as part of the continuing education program of the Divinity School for persons with the M.Div. or equivalent degree.

For further information concerning any of these programs, write to Dr. Richard A. Goodling, Director, Programs in Pastoral Psychology, Duke Divinity School. See the section on the Master of Theology degree program.

Library Funds

The following funds provide resources to enrich the collections of the Divinity Library.

Ormond Memorial Fund. Established in 1924 by Dr. J. M. Ormond, '02, and Mrs. Ormond, in memory of his mother and father, Mr. and Mrs. J. J. Ormond, the income from the Ormond Memorial Fund is to be used for the purpose of a collection of books on the rural church for the Divinity School Library at Duke University.

Avera Bible Fund. Established in 1895 by gift of Mrs. L. B. McCullers in memory of her husband, Willis H. Avera; the income to be used for the purchase of books for the Divinity School Library and for the support of the Avera Bible Lectures.

Louis W. Bailey Memorial Fund. This memorial fund was established in 1958 by the Reverend A. Purnell Bailey in memory of his father. The income is to be used for books for the Divinity School Library.

Stuart C. Henry Collection Endowment Fund. This fund was established by the Class of 1975 in honor of Professor Henry with income to be used to purchase books in the collection on American Christianity.

The William Arthur Kale, Jr. Memorial Fund. William Arthur Kale, Jr. was a member of the Duke University Class of 1958, a lover of sacred art and music, and a member of the University Chapel Choir. In 1964 his parents, Professor and Mrs. William Arthur Kale, Sr., established a fund in his memory for the purchase of books and other materials in the area of fine arts and religious musicology for the perpetual enrichment of the holdings of the Divinity School Library.

The Walter McGowan and Minnie Daniel Upchurch Fund. Established in 1971 by W. M. Upchurch, Jr., an alumnus of Duke University and a member of its Board of Trustees, the fund, honoring Mr. Upchurch's mother and father, is used for the purchase of materials in the area of sacred music and is supplementary to a collection of materials given by Mr. Upchurch to the Divinity School Library. This collection includes 1,487 anthems and other compositions of sacred music, along with sixty-two disc recordings of the Duke University Summer Chapel Choir for the years 1937-1941, at which time Mr. Upchurch was Director of the Choir.

Curriculum





Degree Programs

The academic work of the Divinity School embraces three degree programs. These are: the Master of Divinity degree (M.Div.) ordinarily of three academic years; a one-year program beyond the basic degree, the Master of Theology (Th.M.); and a third program of two academic years leading to the degree of Master of Religious Education (M.R.E.). All are graduate-professional degrees. Admission to candidacy for any of these three degrees presupposes the completion of the A.B. or its equivalent. A joint program described below, normally requiring four years, leads to the degrees of Master of Divinity and Master of Arts in Public Policy Sciences.

Students preparing for ordination to the Christian ministry and requiring appropriate graduate-professional education will enroll for the Master of Divinity degree. Students whose acquired academic standing, under this basic degree program, entitles them to further specialized study may advance their command of selected theological disciplines by applying for an additional year of studies leading to the Master of Theology degree. Together, these two degree programs constitute a sequence. Although the Master of Divinity degree fulfills requirements for ordination by prevailing ecclesiastical standards, the Th.M. program may assist in assuring a larger measure of professional preparation. Application for admission to the Th.M. program is open to graduates of other schools who have completed the basic theological degree.

The Master of Religious Education degree program is designed to prepare qualified persons, ordinarily not seeking ordination, for a ministry of Christian education in local churches or other organizations. The course of study is arranged to provide grounding in Biblical, historical, and theological disciplines as essential background for instruction in and exercise of professional competence in curricular planning, teaching methods, and supervision of educational programs for various age groups.

The specific requirements for each of these degrees are found in the succeeding pages. It is evident that completed course work cannot be credited toward more than one degree. Reciprocal transfer of credit for course work taken under either the M.Div. or the M.R.E. program requires the permission of the Associate Dean for Curricular Affairs.

Doctoral Studies Accredited by the Graduate School

The Divinity School provides a substantial body of course offerings at an advanced level in Biblical, historical, and systematic and contemporary theological disciplines that are accredited alike by the Graduate School and the faculty of the Divinity School, and lead to the Doctor of Philosophy degree. Sharing responsibility with the University Department of Religion for staffing and curricular provision of this course of study, the Divinity School is the principal contributor to the program of graduate studies in religion. However, since the Ph.D. in religion is certified and awarded under the Graduate School, the doctoral student's admission and matriculation are administered under that division of Duke University.

With few exceptions, most courses in the *Bulletin of The Divinity School* carrying a 200 number or above and belonging to the fields noted above are applicable to doctoral programs of study. These courses are open to qualified M.Div., Th.M., or M.R.E. students by permission of the instructor.

Qualified persons who desire to pursue studies leading to the degrees of M.A. or Ph.D. in religion, under the administration of the Graduate School, are advised to apply to the Dean of that School. Inquiries concerning fellowships or specific requirements of the Program of Graduate Studies in Religion may be addressed to Professor D. Moody Smith, Jr., Director, 209 Divinity School.

The Basic Theological Degree—Master of Divinity

The faculty of the Divinity School constantly endeavors to review the curriculum as a whole and to tailor individual courses to meet the needs of a rapidly changing world. Major curricular revisions were instituted in 1948, 1959, and 1967. The curriculum is, therefore, not static but dynamic and is always subject to emendation by the faculty.

This degree program is structured to elicit a positive response to: (1) the challenge to provide an adequate professional education—education for ministry; (2) the needed variability of ministries in today's complex world; (3) the norms of university education; and (4) the Christian tradition.

Aims of the Curriculum. The aims of the basic degree program focus upon four goals, four areas of personal and curricular responsibility, four life-long tasks which should be strongly advanced during the seminary years.

1. *The Christian Tradition.* To acquire a basic understanding of the Biblical, historical, and theological heritage.
2. *Self-Understanding.* To progress in personal and professional maturity—personal identity, life style as an instrument of ministry, major drives, handling of conflict, resources, professional competency, and so forth. This is to be coupled with a sensitivity to the world in which we minister—its social forces, its power structures, its potential for humanization and dehumanization.
3. *Thinking Theologically.* To have the ability to reflect about major theological and social issues and to define current issues in theological terms and theological issues in contemporary secular terms.
4. *Ministering-in-Context.* To have the ability to conceptualize and participate effectively in some form of contemporary ministry.

Goals of such scope cannot be neatly programmed in any curriculum, and the degree of achievement (in seminary and beyond) will vary with individuals and their own motives and incentives.

The Basic Curriculum—General Description. Beginning with the 1976-1977 academic year, graduation requirements for the Master of Divinity degree con-

sist of satisfactory completion of twenty-four courses and two units of approved Field Education. Students who matriculated prior to September 1, 1976, are required to complete 75 semester hours of class credits and one unit of Field Education. The basic curriculum leading to the Master of Divinity degree provides for foundational courses in Biblical, historical, theological, and ministry studies, representative of the tradition and regarded as indispensable background for subsequent elective work and individual program information. These required courses total eight of the twenty-four courses necessary for graduation. They are Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, and Black Church Studies 124. The opportunity of advanced standing adds further variability to the academic program, depending upon the nature and quality of the student's undergraduate academic work. Sixteen courses, two-thirds of the required total, are available for working out an individualized program of studies leading to specialized preparation in academic depth and for purposes of professional ministerial competence.

Required courses may be staffed by one or more professors and are planned to treat subject matter both in scope and depth at the graduate level.

The formulation of the student's course of studies is guided by certain broad but normative recommendations for area distribution of courses and by the advice and counsel of appointed faculty advisers or authorized directors.

Students and advisers are directed to read diligently the paragraphs on elective studies and professional aims and distribution of elective studies of the section entitled Administration of the Curriculum.

All academic programs are subject to review and emendation by the Dean and the Associate Dean for Curricular Affairs for the fulfillment of the aims of the curriculum. The declared vocational and professional objective of the student is of central importance both to the student and to the faculty adviser in planning the student's comprehensive study program.

Six semesters of residential study are ordinarily required for the completion of the degree. With permission of the Associate Dean for Curricular Affairs certified nonresidential study, not exceeding the equivalent of eight courses, may be permitted to a candidate for the basic degree.

The normal academic load is four courses per semester. A student with demonstrated competence may, with the consent of the academic adviser and the Associate Dean for Curricular Affairs, enroll for an additional course in the middler and senior years.

General Features of the Basic Curriculum. The following is a brief summary of the basic curriculum:

1. Twenty-four courses and six or more semesters of residency are required for graduation.
2. Each student is required to complete two approved assignments in field education (with or without remuneration) under supervision. Such assignments might include an internship, a summer of full-time work, two semesters of part-time work, or involvement in church or community service. The essential criteria for graduation credits are that the amount and quality of supervision be approved by the Office of Field Education, and that the student be required to evaluate and correlate the experience directly.

3. A normal academic load is four courses with credit.

With the approval of the academic adviser, a student may register, preferably not in the same semester, for one or two units of independent study under faculty supervision and/or one or two courses of cognate studies of grad-

uate standing in Duke University. Enrollment for cognate graduate courses outside the University, including studies abroad, must have the prior approval of the Associate Dean for Curricular Affairs.

A Suggested Curricular Paradigm

Junior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
Old Testament 11 (or OT elective for advanced standing)	New Testament 18 (or NT elective for advanced standing)
Church History 13 (or CH or HT elective for advanced standing)	Church History 14 (or CH or HT elective for advanced standing)
Elective	Elective
Elective	Elective

Middler Year

<i>Fall Semester</i>	<i>Spring Semester</i>
Systematic Theology 32	Christian Ethics 33
American Christianity 28	Black Church Studies 124
Elective	Elective
Elective	Elective

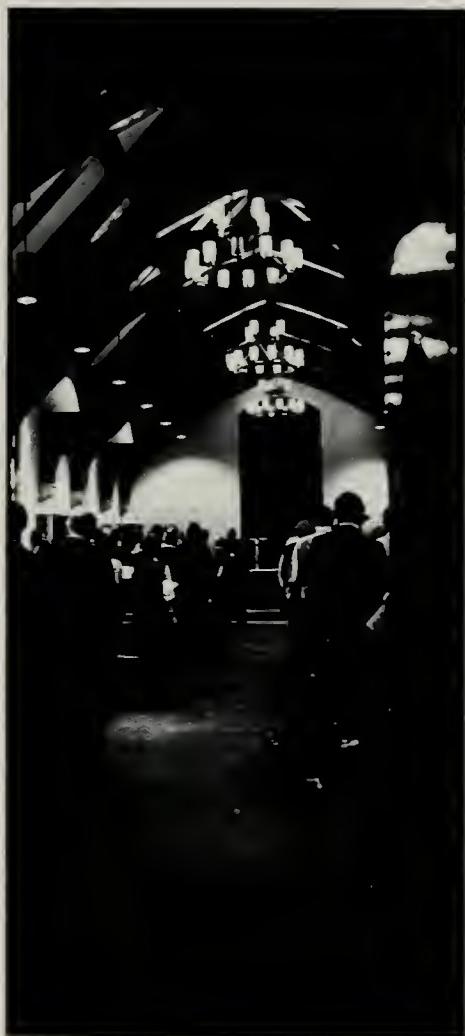
Senior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
Four elective courses (including CH 139 or 140 for United Methodist students)	Four elective courses (including CP 155-A and HT 261 for United Methodist students)

Administration of the Curriculum

General Regulations. The following regulations pertain to students enrolled in the regular curriculum:

1. Full-time students should ordinarily enroll for the required courses of the curriculum or for alternative courses offered for advanced standing in the order suggested in the master schedule of the curricular paradigm.
2. Students in programs leading to either the Master of Divinity or Master of Religious Education degree are required at the time of each registration period to plan their course of study with the consultation and approval of their assigned faculty advisers. Such programs are subject to the review and approval of the Committee on Academic Standing, the Dean, and the Associate Dean for Curricular Affairs.
3. Students in candidacy for the Master of Divinity degree who serve as full-time pastors or work more than fifteen hours per week in addition to their academic course work are advised that their programs will usually require a fourth academic year. Modification of this schedule requires the approval of the Associate Dean for Curricular Affairs on recommendation of the Director of Field Education.
 - a. Students with pastoral charges, or comparable extra-curricular responsibilities, ordinarily will enroll for not more than three courses.
 - b. Students who accept pastoral charges in their middler or senior years are required to have the prior approval of the Director of Field Education. Such students will be required to restrict their course work in accordance with regulation 3a stated above.



- c. Modifications of these regulations will be scrupulously administered. Academic achievement, normally a *B* average, must be demonstrated before any modification of these requirements is allowed. Since adequate indication of the student's academic proficiency is not available before the completion of the first academic year, no modification of regulation 3a is possible for junior students.
- d. Ordinarily a student may not commute more than fifty miles (one way). Students living farther away than this will be required to live on campus during the academic week.
- 4. Student Assistant Pastors (not pastors-in-charge) may enroll for a full academic load if they are not on probation, if they are under the supervision of the Director of Field Education, and if their field duties involve no more than fifteen hours per week.
- 5. A student in candidacy for the Master of Divinity or Master of Religious Education degree is expected to enroll for no less than three courses in any semester. Exceptions require approval of the Associate Dean for Curricular Affairs.

6. Study abroad, with transferable credit toward graduation, may be allowed for a candidate for the Master of Divinity degree by approval of the Associate Dean for Curricular Affairs. A strong academic record is a prerequisite. Ordinarily, permission for such study may be granted to students who have completed the work of the middle year. Both the institution abroad and a specific course of study proposed must have the prior approval of the Associate Dean for Curricular Affairs.
7. Transfer of credit to the Divinity School of Duke University, leading to candidacy for the degree of Master of Divinity, will normally be limited to one-third and may not exceed more than one-half of the academic credits (in proportional evaluation) required for fulfillment of degree candidacy (see the chapter on Admission).
8. Auditing of courses is permitted on notice to the Associate Dean for Curricular Affairs and by permission of the faculty instructor concerned. Auditors who are not candidates for degrees are charged an audit fee.
9. Students in candidacy for a degree who secure minor employment outside the channels of the Office of Field Education are required to inform the Director of Field Education. Students carrying an outside employment workload of more than fifteen hours weekly will be required to limit their academic load.
10. Students may, with permission of their faculty advisers and the instructors involved, take one or two units of independent study. These independent study courses are ordinarily subjects at an advanced level which cover material not available in the regular curriculum. Students wishing to take more than two courses by independent study must have permission from the Associate Dean for Curricular Affairs in consultation with the student's faculty adviser and the instructor who directs that independent study.
11. Ordinarily it is expected that the work for the Master of Divinity degree be completed in three academic years (four for students who are on probation, who serve as pastors, or who serve internship years). Extension of the student's work beyond six years from initial matriculation requires the approval of the faculty.
12. A student wishing to take a leave of absence for one or two semesters, and intending to return to a degree program in the Divinity School, should so notify the Associate Dean for Curricular Affairs in writing in advance. No leave of absence will be granted for more than one full academic year.

Students deciding to withdraw from the Divinity School, for whatever reason, should notify the Associate Dean for Curricular Affairs in writing prior to withdrawal. All students who have officially withdrawn or whose leave of absence extends beyond one academic year but who wish later to return to the Divinity School will be required to reapply for admission and provide whatever documentation is required by the Director of Admissions.
13. Each entering student is assigned a faculty adviser, who must approve the student's proposed course of study at the time of registration each semester, and who is available for personal consultation on other matters relating to professional growth.

Advanced Standing. Advanced standing allows students to begin work in any given field at a level higher than that of the basic curriculum.

Entering students with substantial undergraduate preparation in areas closely related to required courses of the Divinity School may be eligible for



advanced standing. Such a notation on the student's transcript allows enrollment in that particular field at a level higher than that of the required introductory course; it does not exempt the student from all work in that field.

Although a student may be eligible for advanced standing in any subject, it is especially pertinent where students offer undergraduate majors of superior quality in Bible, religion, or philosophy. Students entering with six or more semester hours in the Greek language, for example, may enroll in advanced Greek exegesis courses. Students are most likely to qualify for advanced standing in Old Testament, New Testament, and Church History.

An entering student with at least six semester hours of college credit, in a specific area, and a grade of *B* or better, may ordinarily anticipate advanced standing in corresponding required courses. All final transcripts will be studied, and advanced standing will be accorded to those who qualify under this provision. Students offered advanced standing at the time of matriculation may, after consultation with their faculty advisers, decline such standing and enroll in the required course. A summary of advanced standing options will be available at the time of registration.

A student with at least three semester hours of college credit with a grade of *B* or better in one or more of these areas may be granted advanced standing if a qualifying examination is passed. Entering students who qualify under this provision must, on notice of admission, request permission to take this examination.

Curricular Provisions and Procedures. Admission to candidacy for the Master of Divinity degree is admission to the regular program of studies. The suggested paradigm defines the normal sequence of the student's developing program. Students enrolled for less than three courses are considered part-time and are not eligible for financial aid, student health services, etc.

The curriculum intends to serve graduate-professional aims with maximum flexibility. Sixteen elective courses are available and may be programmed to satisfy vocational and professional preferences. In planning a course of study, the student, in consultation with the adviser, should choose a program which will give a broad understanding and appreciation of future professional responsibilities. Members of the faculty and staff welcome inquiries.

Professional ministries include those of the parish, preaching, teaching, and pastoral care; ministries of education in local churches and higher education; missions; campus ministry; specialized urban and rural ministries; chaplaincies—hospital, institutional, industrial, and military; teaching; religious journalism; audio-visual communications; church agencies; and ecumenical ministries at home and abroad. For many of these, further specialized training will necessarily be sought elsewhere beyond the basic degree. For all of these ministries the student's program of studies can be shaped for the particular ministry in view.

Students are encouraged to elect one course in each of the following areas or subdivisions of the curriculum beyond the required courses. The course should be selected with a view to the individual student's vocational and professional aims:

American Christianity	Biblical Exegesis
History of Religion	Pastoral Psychology
Christian Education	Christian Ethics
World Christianity and Ecumenics	Worship and Preaching
	Care of the Parish (including Church and Community)

Students are also encouraged to concentrate, usually in not more than five courses in any one subdivision of the curriculum, in an area directly related to their vocational and professional intention. The program of each student is subject to review and revision by action of the faculty adviser, the Committee on Academic Standing, the Associate Dean for Curricular Affairs, or the Dean.

General Information

Ordination and Disciplinary Requirements. Students preparing for ordination are strongly advised to fulfill denominational requirements for study of church doctrine and polity. United Methodist students must attend to regulations of the 1976 Discipline, paragraph 421. The following courses have ordinarily been accepted as fulfilling requirements of the Discipline: CT 32, HT 261, CH 14, CH 139, CH 140, CP 155-A.

Students from other denominations should consult with their appropriate church bodies for specific requirements. Polity courses for certain other denominations may be offered from time to time by faculty members or local clergy on prior request.

Graduation Requirements. Graduation requirements consist of satisfactory completion of twenty-four courses, including the eight core courses or their equivalent, with an overall grade point average of C (2.0) or better, plus satisfactory completion of two units of Field Education with appropriate seminars. It is the responsibility of each student to see that all requirements for gradu-



tion are met, and that any special permission granted to deviate from the normal program is properly recorded on the personal files in the Registry.

Grading System. As of the academic year 1971-72, the Divinity School employs the grading scale with the following letters, *A*, *B*, *C*, *D*, and *F* which have been defined as follows: *A*, Excellent; *B*, Good; *C*, Satisfactory; *D*, Passing; *F*, Failure; *WI*, Withdrew Illness; *W*, Withdrew, discretion of the Dean; *I*, Incomplete; *P*, Passed; *N.C.*, Non-credit; *Z*, Year course. At the discretion of the instructor, individuals or classes may in certain instances be graded simply as Pass or Fail. Such *P/F* grades, no more than 25 percent of a student's total record, will not be figured in the grade point average.

The denotations are defined as follows according to quality points: *A*, 4; *A-*, 3.7; *B+*, 3.3; *B*, 3.0; *B-*, 2.7; *C+*, 2.3; *C*, 2.0; *C-,* 1.7; *D+*, 1.3; *D*, 1.0; *D-,* 1.0; *F*, 0.

In all courses where the instructor considers attendance a necessary part of the work of the course, a student may not receive a grade of over *C* if the absences total 12 percent of the regular class periods, and if the absences total 24 percent of the class periods the student may not receive credit for the course.

Probation. Students whose work after admission is not satisfactory may be placed on probation by the Academic Standing Committee and required to reduce their course loads or to make other academic adjustments. Students who during the first year of Divinity School maintain less than a *C* (2.0) average, including failures, ordinarily will be required to withdraw from the School.



Incompletes. A student may petition the Associate Dean for Curricular Affairs to receive a grade of Incomplete in a course. This petition must be filed in writing on the prescribed form with the Registry on or before the last official day of classes of the semester in question. Such permission may be granted when a student, through some circumstances beyond control, such as illness, has been hindered from meeting the course requirements. Adjudication of the petition will rest with the Associate Dean and the instructor concerned. The Associate Dean will communicate in writing to the student regarding the joint decision and any conditions attached thereto. An Incomplete becomes an *F* unless it is removed through completion of assigned work by the following dates: for incompletes incurred in fall semester courses, February 1; for incompletes incurred in spring semester courses, September 15.

Change of Course or Withdrawal. Students are permitted to change their registrations for course work without incurring a penalty during the prescribed drop/add period at the beginning of each semester. However, any alteration in the total number of courses previously registered must be recorded during the official registration day prior to the opening of classes; no refunds will be granted after that date. The adding of a course requires the permission of the instructor of that course as well as the student's faculty adviser.

No student will be permitted to withdraw from a course after one-half of the period of instruction of the course without incurring failure, except for causes adjudged by the Associate Dean for Curricular Affairs to be beyond the student's control. Conditions of emergency and not considerations of convenience shall be regarded as determinative in considering requests.

Leave of Absence and Withdrawal. A student wishing to leave school for not more than two semesters and resume studies at a later date must file a request for leave of absence with the Associate Dean for Curricular Affairs. Such a leave of absence becomes an automatic withdrawal, necessitating application for readmission, unless an extension has been granted in advance by the Associate Dean.

Students wishing to withdraw from the Divinity School should consult with their faculty advisers and the Associate Dean, and must file a written statement of withdrawal with the Registry.

Graduation with Distinction. Students who achieve a grade point average of 3.85 for overall academic records in the Divinity School are granted the degree of Master of Divinity, Master of Theology, or Master of Religious Education, *summa cum laude*. Students with a grade point average of 3.65 are awarded such degrees, *magna cum laude*. Such distinction is specified on their diplomas.

The Master of Religious Education Degree

The course of study leading to this degree is designed for persons desiring to prepare for leadership and service in the educational ministry of the church.

Admission. Applications for admission to the Master of Religious Education program are evaluated by the same standards as those applicable to the Master of Divinity degree, and admission requirements and procedures are also the same. Students planning to specialize in Christian Education should study the sections of this *Bulletin* which contain statements of policy regarding the most appropriate prerequisite studies for theological education and the procedures to be followed in applying for admission.

Requirements. The Master of Religious Education degree usually requires two years, or four semesters, of residence and study and the fulfillment of the following requirements:

1. Sixteen courses, twelve of them limited electives and four free electives, selected by the candidate in consultation with the academic adviser.
2. A final comprehensive examination.
3. Weekly conferences of candidates with an instructor in the program or another resource person. These conferences are required in the first semester of the first year and are arranged in later semesters according to the student's interests and needs.

Program of Study for M.R.E. Degree

Limited electives*	12
Two courses in the Biblical Division	
Two courses in the Historical Division	
Two courses in the Theological Division	
Two courses in the Ministerial Division (other than Christian Education)	
Four courses in Christian Education	
Free electives†	3
Cognate courses in another department‡	1
	16

Weekly conferences of candidates (required in fall semester, first year)

Final Comprehensive Examination

*Limited electives may be completed through tutorials, if approved by the student's faculty adviser and the instructor(s) involved, provided the total number of tutorials is ordinarily no more than two.

†Free electives and cognate courses must be chosen by the student in consultation with the academic adviser and subject to the approval of the Associate Dean for Curricular Affairs.

The Master of Theology Degree

The course of study leading to the degree of Master of Theology is designed for graduates of accredited theological schools who desire to continue or resume their theological education for enhancement of professional competence in selected areas of study. Enrollment in the Th.M. degree program is open to a

limited number of students who have received the M.Div. (or the equivalent) with superior academic records.

Inquiries on admission may be addressed to the Director of Admissions for referral to the Director of the Th.M. program.

General Requirements. The general requirements for the degree of Master of Theology are:

1. Eight course units of advanced studies, with an average grade of *B* (3.0 average on a 4.0 scale).
2. Superior performance in a comprehensive examination covering the major area of study. As an alternative to the comprehensive examination the student may elect to do a research project in one major area if approved by the supervising professor. This project shall carry one course credit, to be counted within the eight units required.
3. Residence for one academic year.

There are no general language requirements. However, classical or modern languages may be required for certain programs (for example, in Biblical studies, Hebrew or Greek may be required).

The Program of Study. At least four of the required eight courses must be taken in one of the basic divisions of study (Biblical, historical, theological, or ministerial) which shall be designated as the candidate's major, and at least two courses in another of the divisions which shall be designated as the candidate's minor. Ordinarily, no more than two units may be taken through directed reading, and no more than one of these in any one semester. In the area of pastoral psychology, up to four course units may be taken through clinical pastoral education.

The comprehensive examination will be given at the close of the course of study for the degree, ordinarily in May or September.

The entire program of studies and comprehensive examination should be completed within twelve months. In some cases, the time limit may be extended, but in no case beyond three years.

The candidate majoring in pastoral psychology may plan one of three programs or concentrations: a concentration in pastoral theology relating psychology and theological understanding to professional ministry, especially the parish, through course work and supervised clinical experience; a concentration in pastoral care through course work and an intern year in Basic Clinical Pastoral Education; a concentration in pastoral counseling through course work and a year of Advanced Clinical Pastoral Education. In the context of clinical pastoral education various professional goals may be sought, including general understanding and skills in pastoral care and specialization in pastoral counseling and clinical supervision. The Clinical Pastoral Education Program is certified by the Association for Clinical Pastoral Education. Persons specializing in pastoral counseling will be moved toward certification with the American Association of Pastoral Counselors. Course PP 277A (or its equivalent) is considered a prerequisite for a major in pastoral psychology, but is not applicable toward the eight courses required for the degree, although it will be indicated on the student's transcript. Accordingly, the student majoring in this area should ordinarily make provision for a program extending for a full calendar year beginning the first week in June.

Financial Aid. Please note in the pertinent sections of the chapter on Financial Information that the charges for tuition and general fee for the Th.M. degree are combined and are made on the basis of the number of courses taken, and that in order to be eligible for medical care a student must be taking at least three courses.

Divinity and Public Policy Program

The Duke University Divinity School and the Institute of Policy Sciences and Public Affairs have established a joint program leading to the degrees of Master of Divinity and Master of Arts in Public Policy Sciences. The program, which normally requires four years to complete, is designed to meet the growing demand for persons who combine theological understanding and ministerial training with a capacity for analytical public decision-making. Persons already possessing the Master of Divinity also may pursue the Master of Arts in Public Policy Sciences.

The curriculum is designed for persons who will provide leadership in the development and implementation of church policy and/or government policy (as leaders in church affairs, or as public officials) in the light of basic theological and ethical understandings and skills.

The Program. Utilizing the faculty and resources of the Divinity School and the Institute, the program offers students a multidisciplinary education that provides:

1. A complete course of theological studies and training in the practice of ministry paralleling the scope and rigor of education received by students enrolled solely in the M.Div. program at Duke.
2. An understanding of the political, bureaucratic, and social processes that define public problems and limit alternative approaches to their solutions.
3. In-depth training in public policy problems and church policy.
4. A capacity for quantitative and logical methods of analyses useful in forecasting and appraising policy consequences and for evaluating existing policies.
5. An understanding of the strengths and limits of various analytical techniques and an awareness of the theological and ethical characteristics of various policy choices.

Admission. Students may apply for admission to the Divinity and Public Policy Program concurrently with application to Divinity School, or during their first year.

Application and admission are therefore without conventional deadlines but applications are encouraged by April 1 of each year. Those seeking financial assistance should apply by February 15. Enrollment will be limited.

Loans are available depending on financial need. Research assistantships linked to course work are available in certain areas of study, and a limited number of fellowships are available.

Divinity students admitted to the joint degree program are enrolled under the tuition terms of the Divinity School during their first three years of the four year sequence and under the tuition terms of the Graduate School in their fourth year. However, they are eligible to make application to the Public Policy Institute for financial aid for the fourth year and will be informed whether such aid will be forthcoming if and when they are admitted. Note that application for such aid should be filed by February 15.

Further inquiries may be addressed to:

Director of Graduate Studies
Institute of Policy Sciences and Public Affairs
4875 Duke Station
Durham, North Carolina 27706

or to the Coordinator of the Divinity and Public Policy Program, Divinity School, Duke University, Durham, North Carolina 27706.

Courses of Instruction





Course Enrollment

The required courses of the curriculum are: Old Testament 11, New Testament 18, Church History 13 and 14, American Christianity 28, Christian Theology 32, Christian Ethics 33, and Black Church Studies 124. Other courses numbered through 199 are elective courses for Divinity School students only. Most courses numbered 200 and above are approved for credit by both the Divinity School and the Graduate School, and require the permission of the instructor. For other prerequisites the student should consult the roster of courses of instruction in this *Bulletin* and should also refer to published Registration Advices at the time of registration for each semester.

Courses jointly approved by the Divinity School and the Graduate School of Duke University are published in the *Bulletin of the Divinity School*. Courses offered in the Department of Religion of Duke University, or as cognate courses in other departments, must be of graduate level (numbered 200 or above) in order to fulfill requirements for degrees in the Divinity School.

Projected Course Offerings

The following lists of proposed course offerings for the next two years are tentative and subject to change. Detailed listings are available at the time of preregistration in the middle of the preceding semester, and more distant plans may be ascertained by consulting the Divisional Representative or the instructor concerned.

Fall Semester 1977

- Old Testament (OT): 11, 101, 115, 205, 223B, 305, 323B, 350
- New Testament (NT): 103, 116D, 118
- Church History (CH): 13, 14, 140, 202
- Historical Theology (HT): 141, 246, 308
- American Christianity (AC): 28, 305, 395
- Christian Theology (CT): 32, 111, 212, 226, 303, 352
- Christianity and Culture (CC): 229
- Christian Ethics (CHE): 33, 113, 383, 389
- Black Church Studies (BCS): 100, 124
- World Christianity (WC): 24, 156
- Care of the Parish (CP): 128, 151, 152, 154, 189
- Christian Education (CED): 105, 169, 185, 228
- Pastoral Psychology (PP): 70, 170, 176B, 176D, 177, 273, 276, 277B, 281A
- Preaching (PR): 30, 182, 186
- Church Worship (CW): 168, 178

Spring Semester 1978

Old Testament (OT): 116, 130, 223A, 237
New Testament (NT): 18, 104, 116A, 117B, 119, 319
Church History (CH): 13, 14
Historical Theology (HT): 121, 219, 260
American Christianity (AC): 396, 397
History of Religions (HR): 180
Christian Theology (CT): 108, 110, 217, 226, 272, 320, 352
Christianity and Culture (CC): 101
Christian Ethics (CHE): 33, 107, 291
Black Church Studies (BCS): 126, 198
World Christianity (WC): 386
Care of the Parish (CP): 129, 146, 153, 155A, 157, 179
Christian Education (CED): 101, 202, 220
Pastoral Psychology (PP): 170, 171, 175, 176B, 177, 277B, 281A
Preaching (PR): 30, 183, 189, 203
Church Worship (CW): 166, 178, 250

Fall Semester 1978 (tentative)

Old Testament (OT): 11, 115, 208, 209, 323A, 304, 350
New Testament (NT): 103, 114, 116D, 117C, 118, 314
Church History (CH): 13, 14, 139, 206
Historical Theology (HT): 136, 204
American Christianity (AC): 28, 199, 395
Christian Theology (CT): 32
Christian Ethics (CHE): 33, 262
Black Church Studies (BCS):
World Christianity (WC): 133
Care of the Parish (CP): 128, 148, 150, 151, 152
Christian Education (CED): 105, 167, 175, 398
Pastoral Psychology (PP): 70, 170, 172, 174, 176B, 177, 276, 277B, 278, 281A
Preaching (PR): 30, 181, 196
Church Worship (CW): 168, 178

Spring Semester 1979

Old Testament (OT): 106, 116, 130, 239, 306, 353
New Testament (NT): 18, 104, 105, 116A, 119, 227A, 312
Church History (CH): 13, 14, 335
Historical Theology (HT): 141
American Christianity (AC): 377, 396
Christian Theology (CT):
Christian Ethics (CHE): 33, 245
Black Church Studies (BCS):
Care of the Parish (CP): 129, 146, 155A, 157, 179
Christian Education (CED): 101, 218, 230
Pastoral Psychology (PP): 170, 171, 175, 176B, 177, 178, 273, 277C, 281B
Preaching (PR): 30, 182
Church Worship (CW): 166, 178, 249, 250

Beginning with the 1976-1977 academic year, all courses are counted as of equal value in fulfilling graduation requirements of 24 course units and in computing grade point averages. Students who entered the Divinity School prior to that time will need to complete 75 semester hours; courses listed below are all counted as 3 semester hours except for OT 11, NT 18, and CT 32.

I. Biblical Studies

Knowledge of the content of the English Bible is regarded as indispensable for fulfillment of conditions for the basic theological degree. Provision for review of these materials will be integral to the Old Testament introductory courses.

OLD TESTAMENT

11. Introduction to Old Testament Interpretation. An introduction to the literature, history, and religion of ancient Israel with emphasis upon exegetical methodology. *Bailey and Murphy*

101. The Prophetic Movement. A study of the prophetic movement in Israel from the earliest period to the post-exilic development of apocalyptic with special reference to the content and religious teaching of the prophetic writings. *Efird*

106. Exegesis of the English Old Testament. Prerequisite: OT 11 or equivalent.

106A. Genesis. *Bailey*

106B. Amos and Hosea. *Bailey*

106D. Wisdom Literature in the Old Testament. *Murphy*

106E. Old Testament Psalms. Exegesis of various literary types; theological orientation of Old Testament liturgical prayer; implications for prayer and liturgy today. *Murphy*

109. The Religion of the Old Testament. A study of the religious ideas contained in the Old Testament with special reference to their interpretation from Robertson Smith to the present. *Efird*

115-116. Introduction to Biblical Hebrew. Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. Exegetical treatment of the book of Jonah. (Two semesters: no credit will be given for 115 without completion of 116.) *Bailey*

130. Seminar on Death and Dying. Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. *Bailey, H. Smith, and Others*

209. Old Testament Theology. Studies of the Old Testament in regard to theological themes and content. Prerequisite: OT 11 or equivalent. *Murphy*

220. Rabbinic Hebrew. An interpretive study of late Hebrew, with readings from the Mishnah. *Davies or Others*

223. Exegesis of the Hebrew Old Testament. Prerequisite: OT 115-116.

223A. Amos and Hosea. Stress on hermeneutical method. *Bailey*

223B. Job. *Murphy*

223C. Exodus. *Bailey*

223D. Song of Songs. *Murphy*

223E. Ecclesiastes

237. History of the Ancient Near East. Emphasis upon the religions, literature, and art of Mesopotamia. *Bailey*

242. Life after Death in Semitic Thought. Consideration of the various ideas from the early second millennium through the Intertestamental Period. Exegesis of selected Old Testament passages. Evaluation of recent research. Prerequisite: OT 11 or equivalent; knowledge of Hebrew helpful but not required. *Bailey*

302. Studies in the Intertestamental Literature. Selected documents of the Apocrypha and Pseudepigrapha examined exegetically and theologically in their relation to post-exilic Judaism. Prerequisite: permission of the instructor. *Staff*

304. Aramaic. A study of the Aramaic portions of the Old Testament and selected passages from later Aramaic texts. *Murphy*

350, 351. Seminar in Old Testament. Research and discussion on selected problems in the Old Testament and related fields. *Murphy*

353. Seminar on Text Criticism. Emphasis upon transmission, versions, apparatus, and method. Prerequisites: NT 103-104 and OT 115-116 or equivalents. *Bailey and Others*

373-374. Elementary Akkadian. Study of the elements of Akkadian grammar. Reading of Neo-Assyrian texts shedding light on the Old Testament. Prerequisite: Biblical Hebrew. Two semesters: not credited separately. *Bailey*

375-376. Elementary Ugaritic. Study of the elements of Ugaritic. Prerequisite: Biblical Hebrew. Two semesters: not credited separately. *Staff*

NEW TESTAMENT

18. Introduction to New Testament Interpretation. An introduction to the literature of the New Testament with special attention to the perspectives and methods of historical-critical investigation and interpretation. *Efird or M. Smith*

103-104. Hellenistic Greek. Designed for beginners to enable them to read the Greek New Testament. Two semesters: no credit will be given for 103 without completion of 104; however, students with at least one full year of college Greek may be permitted to enroll in 104. *Efird*

105. Studies in Paul. An investigation of Paul's apostolate based upon the Acts and the Epistles with attention to Paul's theology as reflected in selected passages. *Efird*

114. Jesus in the Gospels. A consideration of the origins, transmissions, and literary fixation of the Jesus traditions with special attention to the message of the kingdom, the problem of messianic self-consciousness, and the passion. *M. Smith*

116. Exegesis of the English New Testament I. *Staff*

116A. Luke-Acts

116B. Galatians

116C. The Pastoral Epistles

116D. I and II Corinthians

117. Exegesis of the English New Testament II. *Staff*

117A. The Gospel and Epistles of John

117B. Romans

117C. Revelation

117D. Mark

118. The New Testament in Greek. Readings in the Gospels. *Staff*

119. The New Testament in Greek. Readings in the Epistles. *Staff*

225. Living Issues in New Testament Theology. Critical examination of major problems and issues in New Testament interpretation and theology. Prerequisite: NT 18 or equivalent. *M. Smith*

226. Exegesis of the Greek New Testament I. Prerequisite: NT 103-104. *Price, M. Smith, or Young*

226A. Mark and Matthew

226B. Romans

226D. I and II Corinthians
226E. Gospel and Epistles of John

227. Exegesis of the Greek New Testament II. Prerequisite: NT 103-104.
Price, M. Smith, or Young
227A. Luke-Acts
227B. Galatians
227C. The Pastoral Epistles

311. Pharisaic Judaism in the First Century. A reading course in first-century Pharisaic Judaism. *Davies*

312. Pauline Theology. Studies in some aspects of Paulinism in the light of recent scholarship. *Davies*

314. Judaism and Christianity in the New Testament. A study of their interaction with special attention to Paul. *Davies*

319. The Gospel According to St. Matthew in Recent Research. *Davies*

340, 341. Seminar in the New Testament. Research and discussion on a selected problem in the Biblical field. *Price and M. Smith*

345. The Epistle to the Hebrews in Recent Research. *Davies*

II Historical Studies

CHURCH HISTORY

13. History of the Church to the Protestant Reformation. A survey through the fifteenth century in terms of spiritual genius, organizational development, great literature, and representative movements. *Gregg*

14. History of Modern European Christianity. A survey of the main currents in Reformation and post-Reformation church history. *Steinmetz and Raitt*

105. Studies in Patristic Christianity. Selected issues in the worship, theology, and politics of the early Church. *Gregg*

126. The English Reformation. The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. *Steinmetz*

139. Methodism. A study of Methodist societies in England and the developing church in America as they gave rise to such historic issues as polity, education, division, and reunion. Prerequisite: CH 13-14. *Baker*

140. The Rise of Methodism and the Anglican Background. The Methodist societies within the Church of England to the death of Wesley. Prerequisite: CH 13-14. *Baker*

(Students are advised that either CH 139 or CH 140 will satisfy the United Methodist Discipline Requirement.)

145. The Later Reformation and the Rise of Protestant Orthodoxy. Problems in Protestant theology before Kant. Extensive readings in the classic dogmatists of the Lutheran and Reformed traditions. *Raitt*

201. Schism and Heresy in Early Christianity. Studies of crises precipitated by movements such as Gnosticism, Donatism, Arianism, and Pelagianism. *Gregg*

202. Religion of the Cappadocian Fathers. Examination of the careers and writings of Basil, Gregory of Nyssa, and Gregory of Nazianzus. *Gregg*

206. Christian Mysticism in the Middle Ages. Source studies in historical perspective of such late medieval mystics as Bernard of Clairvaux, the Victorines, Ramon Lull, Meister Eckhart, Richard Rolle, Catherine of Siena, and Nicholas of Cusa. Prerequisite: CH 13. *Staff*

236. Luther and the Reformation in Germany. The theology of Martin Luther in the context of competing visions of reform. *Steinmetz*

247. Readings in Latin Theological Literature. Critical translation and study of important theological texts in Latin from various periods of the history of the Church. *Steinmetz*

334. Theology and Reform in the Later Middle Ages. Examination of selected issues in the life and thought of the medieval Church from the twelfth century through the fifteenth century. Readings in popular and academic theologians from Pierre Abelard to Gabriel Biel. *Steinmetz*

335. The English Church in the Eighteenth Century. Studies of Christianity in England from the Act of Toleration, 1689, to the death of John Wesley, 1791. *Baker*

339. The Radical Reformation. Protestant movements of dissent in the sixteenth century. Special attention will be devoted to Muntzer, Carlstadt, Hubmaier, Schwenckfeld, Denck, Marpeck Socinus, and Menno Simons. *Steinmetz*

344. Zwingli and the Origins of Reformed Theology. Source studies in the early Reformed tradition. *Steinmetz*

HISTORICAL THEOLOGY

114. Christologies of the Early Church. Investigation of important soteriologies and debates centering upon the person of Christ from the second through the fifth centuries. *Gregg*

120. Christian Thought in the Middle Ages. A survey of the history of Christian theology from St. Augustine to the young Martin Luther. *Steinmetz*

121. Readings in Sacramental Theology. The sacraments in the history of Christian thought. *Raitt*

123. Readings in Historical Theology. Prerequisite: CH 13-14. *Staff*

136. Theology of St. Thomas Aquinas. An examination of major theological themes in the *Summa Theologica*. *Raitt*

141. Women, Religion, and Theology. An historical study of fundamental religious perceptions and theological interpretations of woman. *Raitt*

204. Origen. The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. *Gregg*

219. Augustine. The religion of the Bishop of Hippo in the setting of late antiquity. *Gregg*

241. Problems in Reformation Theology. Prerequisite: permission of the instructor. *Steinmetz*

246. Problems in Historical Theology. Prerequisite: permission of the instructor. *Raitt*

251. The Counter-Reformation and the Development of Catholic Dogma. Issues in Roman Catholic theology from the Reformation to the Second Vatican Council. *Raitt*

260. Life and Thought of the Wesleys. A seminar on John and Charles Wesley and their colleagues in relation to English culture and religion in the eighteenth century. Prerequisite: permission of the instructor. *Baker*

261. The Theology of John Wesley. A study of the development and structure of Wesley's theology with special reference to his doctrines of man and salvation. *Richey*

308. Greek Patristic Texts. Critical translation and study of selected Greek texts illustrative of significant aspects of patristic theology and history from the second through the fifth century A.D. Prerequisite: permission of the instructor. *Young*

313. The Apostolic Fathers. A study of the religious thought in the writings of the Apostolic Fathers. *Young*

317. Seminar in the Greek Apologists. A study of the apologetic writings of the Greek Fathers in relation to the challenges of their contemporary world. Special attention will be given to leading protagonists of late Graeco-Roman culture, such as Celsus, Porphyry, Julian, et al. *Young*

318. Seminar in the Greek Fathers. A study of selected topics from the Greek Fathers. *Young*

338. Calvin and the Reformed Tradition. The theological development of John Calvin. A comprehensive examination of his mature position with constant reference to the theology of the other reformers. *Raitt or Steinmetz*

See also CW 141. The Classic Age of the English Hymn.

AMERICAN CHRISTIANITY

28. History of American Christianity. A consideration of the nature of Christianity in America and the history of its development. *Henry*

199. The American Social Gospel. A study of Protestant social thought and action in America since 1865. *Henry*

296. Religion on the American Frontier. A study of the spread of evangelical Christianity as a theological and cultural phenomenon of the American West. *Henry*

377. Contemporary American Theater and Evolving Theological Forms. An examination of creed and ritual implicit and explicit in contemporary American theater of stage, film, and television. *Henry*

384. Religious Dissent in American Culture. History and significance of dissent in the theology and culture of America. *Henry*

385. Religion in American Literature. A critical study of the meaning and value of religious motifs reflected in American literature. *Henry*

395. Christian Thought in Colonial America. Exposition of the main currents in Protestant theology. *Henry*

396. Liberal Traditions in American Theology. A study of the main types of modern religious thought, beginning with the theology of the Enlightenment. *Henry*

397. Contemporary American Theology. A critical appraisal of major tendencies. *Henry*

HISTORY OF RELIGIONS

180. Introduction to Asian Religions. Preliminary consideration of problems and methods in the study of religious traditions, followed by a survey of the historical development, beliefs, practices, and contemporary significance of the Islamic religion and the religions of India, China, and Japan. *Staff (Department of Religion)*

See other courses offered in the Department of Religion.

III. Theological Studies

CHRISTIAN THEOLOGY

32. Christian Theology. The major themes of the theology of the Church. *Cushman, Herzog, and Langford*

108. Major Types of Protestant Theology. A survey of Protestant theology from the Reformers to Karl Barth. (For juniors only.) *Cushman, Herzog, or Langford*

110. This Life and the Age to Come. Christian eschatology and the meaning of history in the light of God's triumph over sin, suffering, and death. *Robinson*

111. A Christian Faith-Understanding of God. A systematic examination of Biblical and philosophical concepts of God in relation to the life of Christian faith. *Robinson*

200. The Person and Work of Christ. The problem of knowledge of Christ and formulation of a doctrine of his work and person in the light of Biblical eschatology. Prerequisite: CT 32. *Cushman*

210. Contemporary British Theology. Selected problems in representative British theological writings after 1900. *Langford*.

211. Authority in Theology. The idea and function of authority in theology. *Langford*

212. The Doctrine of the Holy Spirit. A study of the person and work of the Holy Spirit. *Langford*

215. The Nature and Mission of the Church. Christian understandings of the church—Biblical, historical, contemporary—with a view toward ecumenical doctrinal construction. *Herzog*

216. Kierkegaard Studies. Critical examination of selected works. *Robinson*

220. Theological Explorations. A seminar on contemporary theological issues, content to be designated by the Theological Division. *Staff*

225. The Christian Understanding of Human Nature and Destiny. Representative historical and recent theological interpretations of human nature, predicament, deliverance, and possibility. *Richey*

226. Theology and Contemporary Secular Understandings of Man. Critical theological examination of selected current interpretations of human nature and the human situation. *Richey*

272. Theology of Paul Tillich. An examination of Tillich's philosophical theology. *Robinson*

300. Systematic Theology. Method and structure of systematic theology,

the doctrine of God, theological anthropology, and Christology. Prerequisite: CT 32 or equivalent. *Cushman, Herzog, and Langford*

303. The New Hermeneutic and the Idea of History. A critical examination of key thinkers in present-day European systematic theology (Fuchs, Ebeling, Moltmann, Ott, and Pannenberg) in the light of Ernest Bloch's philosophy. Prerequisite: CT 32. 3 s.h. *Cushman and Herzog*

320. Theology, Power, and Justice. Critical examination of a major theme of modern thought in Schleiermacher, Hegel, Marx, and Tillich. *Herzog*

322. Nineteenth-Century European Theology. Protestant theology from Kant to Herrmann. *Herzog*

325. Philosophical Theology I. Theology, as the knowledge of God, considered in dialogue with selected pagan and Christian philosophers from Plato to Kant. Prerequisite: CT 32 or equivalent. *Cushman*

326. Philosophical Theology II. Main problems of philosophical theology in the modern period. Prerequisite: CT 325 or permission of instructor. *Cushman*

328. Twentieth-Century European Theology. Critical examination of the thought of selected Protestant theologians from 1900 to 1950. Prerequisite: CT 32. *Cushman and Herzog*

352. Seminar in Christian Theology. Research and discussion of a selected problem in the systematic field. *Staff*

CHRISTIANITY AND CULTURE

101. Types of Religious Philosophy. Basic historical orientation of religious thought, especially in Western culture. *Robinson*

102. Science and Biblical Theism. Presuppositions, method, and content of scientific knowledge in physics and biology in relation to creation and providence. *Robinson*

229. Tragedy and Christian Faith. An analytical and constructive philosophical interpretation of the fundamental tragic dimension of human life in the light of a Christian theological understanding. *Robinson*

CHRISTIAN ETHICS

33. Christian Ethics. Theological assumptions, ethical principles, and their application to contemporary issues of Christian social policy. *Beach, Lacy, and H. Smith*

107. The Biblical Bases of Christian Ethics. Examination of major themes and moral teachings principally in the Decalogue, the Gospels, and the Epistles, with application to some contemporary issues. Prerequisite: OT 11, NT 18, or equivalent. *H. Smith*

113. Contemporary Issues in Christian Morals. Constructive examination of selected areas of public and private morality. *Beach or H. Smith*

130. Seminar on Death and Dying. Critical consideration of Biblical, legal, medical, and ethical perspectives. Prerequisites: OT 11, NT 18, or equivalents. *Bailey, H. Smith, and Others*

194. The Protestant Church and American Culture. Analysis from the perspective of Christian ethics of current problems in the interpretation of church and culture with explicit reference to the parish setting. *H. Smith*

198. Ethics from a Black Christian Perspective. Analysis of the theological ethics of George Kelsey, Martin Luther King, Jr., Joseph R. Washington, James H. Cone, J. Deotis Roberts, and Major J. Jones. *Edwards*

220. Ethical Explorations. A seminar on contemporary ethical issues, the specific content in any given semester to be designated by the Theological Division. *Staff*

230. Moral and Value Education. A critical, theological investigation of Durkheim, Dewey, Simon, Kohlberg, Bull, Rokeach, and implications for education in church and society. Prerequisites: CHE 33 and CED 105. *H. Smith and Westerhoff*

242. Human Sexuality. Examination of biological, Biblical, cultural, and other aspects of human sexuality, together with analytical and constructive interpretation. Permission of instructor required. *H. Smith*

244. Interdisciplinary Seminar in Medical-Legal-Ethical Issues. A seminar composed of students and faculty from the Medical, Law, and Divinity Schools for critical consideration of selected pertinent issues of mutual professional interest. *H. Smith and Others*

245. Ethics in World Religions. Moral foundations, assumptions, and applications in such historic faiths as Hinduism, Buddhism, Confucianism, and Islam, in the light of Christian ethical perspectives. *Lacy*

262. Marxist Ideology and Christian Faith. Comparative examination of Communist and Christian doctrines such as man, society, sin, history, and eschatology together with an introduction to the contemporary dialogue. *Lacy*

290. Current Problems in Christian Social Ethics. A critical study of secularization, the technological revolution, and the ecological crisis. *Beach*

291. Historical Forms of Protestant Ethics. A survey of major types of Protestant ethical theory from Luther through contemporary figures. *Beach*

383. Moral Theology in the Twentieth Century. Critical and comparative examination of ethical theory as exhibited in the work of selected contemporary theologians. *H. Smith*

388. Ethics and Health Care. A critical study of selected aspects of modern biomedical technology with special reference to the ethical assumptions informing their development and practice. *H. Smith*

389. Christian Ethics and Contemporary Culture. A study of the interaction between Christian thought and current secular social theory. *Beach*

394. Christianity and the State. "Civil religion" in its historic development and contemporary expressions in America. Christian ethical premises of democratic political theory and practice. The relationships of church and state. *Beach*

BLACK CHURCH STUDIES

100. Introduction to Black Theology. An examination of the historical roots of Black theology with special attention to the treatments of traditional themes and problems in theology by Black theologians and their rationale for the Black theological enterprise. *Edwards*

124. The Black Church in America. A consideration of the historical and theological development of the separate Black Christian denominations in

America with attention to some of the major leaders, Black worship, and Black preaching. *Edwards*

126. Black Religion and Social Conflicts in America. An examination of some of the reactions of Black religious groups to the limits placed upon Black people in American life, efforts made to break down racial barriers in society, and attempts to institutionalize Black responses to such barriers. *Edwards*
See also CHE 198. Ethics from a Black Christian Perspective.

WORLD CHRISTIANITY AND ECUMENICS

24. The Christian World Mission. A study of theological foundations, guiding principles, and contemporary problems of the world Christian community. *Lacy*

133. The Expansion of Christianity. A survey of the spread of Christianity and the growth of the Church with special emphasis on nineteenth and twentieth century Protestantism in the non-Western world. *Lacy*

135. Contemporary Issues in the World Church. Analysis of political, social, cultural, and religious conditions in a selected area of the world, and of theological-ethical insights and perspectives within the indigenous Christian community. *Lacy*

156. The Ecumenical Movement. Its contemporary development, structures, activities, and problems, against the background of Church unity and disunity. *Lacy*

386. Seminar: Christianity in Dialogue with Other Faiths. Contemporary currents of Christian thought as they relate to resurgent non-Christian religions and involve new formulations of a theology of mission. *Lacy*

IV. Ministerial Studies

THE CARE OF THE PARISH

128. An Organization Development Approach to Church Administration. A study of the pastor's role as participant-facilitator with attention to organiza-



tional theory and facilitative skills employing the group workshop method of learning. *Ingram*

129. The Pastor as Consultant to Church Organization. A consideration of the pastor's role as organizational consultant with special emphasis on data gathering, diagnosis, and intervention using experiential learning designs. *Ingram*

146. Church Building. The role of the pastor in planning and executing building programs in the local church: architectural consideration and counsel, building requirements, and plans. *Nesbitt*

148. Christian Stewardship and Church Finance. A seminar to consider the principles of stewardship, education, budget-making, enlistment in church support. *Ingram*

150. Church and Community. The structure and dynamic factors shaping the present-day community together with their import for the work of the Church. *Wilson*

151. The Town and Country Church. The small church, the circuit church, circuit administration, larger parish and group ministry, and the Town and Country Movement. *Nesbitt*

152. Evangelism and the Local Church. A study of the nature, purposes, and methods of contemporary Christian evangelism with special attention to the local church. *Ingram*

153. Comparative Polity and Ecumenics. A study of selected examples of church polity as represented in the Catholic and Protestant traditions in relation to present-day developments. *Ingram*

154. The Urban Church. The function, nature, program, and administration of the effective city church and of the urban minister's distinctive task. *Wilson*

155. A, B, C, D. Church Polity.

A. The United Methodist Church. A study of the history of Methodist government and contemporary polity. *Ingram*

B. The Baptist Churches

C. The United Church of Christ

D. The Presbyterian Churches

157. The Church and Social Change. A sociological study of the relationship of the church to the process of social change, including the role of the church as innovator, the church as participant in social movements, method(s) of accomplishing change, and the religious leader as an agent of social change. *Wilson*

159. The Church and Extremism. A study of extremist groups, including their ideology, activities, and methods of operation. Particular attention will be given to ways by which the congregation and clergyman can deal with such organizations in the local community. *Wilson*

179. Church Research. Methods of research and survey for the gathering, analysis, and interpretation of church and community data, together with preparation and use of denominational statistics. *Wilson*

189. The Multiple Staff Ministry. Group work, leadership, and organizational theories as applied to staff ministries in large church and cooperative parish settings. *Ingram*

220. Seminar in Contemporary Ministries. A seminar in patterns and issues of contemporary ministries, content to be designated by the Ministerial Division. *Staff*

CHRISTIAN EDUCATION

101. Faith and Nurture. Foundations in theology and educational theory for the teaching ministry of the Christian community. *Richey*

105. Education as a Pastoral Ministry. The nature of religious communities and the means by which they evolve, sustain, and transmit faith, values, and ways of life, with implications for evaluating, planning, and designing educational experiences within the total life of a congregation. *Westerhoff*

167. Adult Education and the Ministry of the Laity. A study of adult education and the ministry and mission of the laity in church and world and the ministry of teaching in the lay renewal of the church. *Richey*

169. Major Issues in Christian Education. Critical examination of selected issues in Christian Education. *Richey*

175. Liturgy and Education. The nature and role of rites and rituals; learning, prayer, and the spiritual life; and education for baptism, confirmation, and the eucharist. *Westerhoff*

185. Religious Education and the Arts. The place and the effect of imagination in religion and education, and the use of the arts in religious education. *Westerhoff*

202. Foundations for Religious Education. A Colloquium. Integrating the theological disciplines (Biblical, historical, theological, and ethical) and religious education. Prerequisite: CED 105. *Westerhoff and Others*

218. Research Seminar in Religion and Education. Various research techniques applied to issues in religion and education. Prerequisite: permission of the instructor. *Westerhoff*

220. Colloquium in Religious Education. Staff

228. Mass Media and Education. An examination of the nature and influence of mass media and their use in religious education and professional ministry, with experience in television, radio production, film-making, and newspaper and magazine journalism. *Westerhoff*

398. The Teaching of Religion. An analysis of teaching and learning curriculum development and evaluation for the teaching of religion in secondary schools and institutions of higher education. *Westerhoff*

PASTORAL PSYCHOLOGY

70. Group Process and Personal Identity. A small group experience to enhance personal growth and explore personal identity and interpersonal styles of relating. *Staff*

170. Pastoral Conversation. A consideration of the nature of the pastor's conversation with people in the total caring ministry grounded in the person-

centered understanding of personality processes and human relationships, using textual and conversational materials. *Goodling*

171. Pastoral Counseling. Consideration of the structures and processes of pastoral counseling; pastoral evaluation, referral, intake contract, goals, transference, termination, and other special problems. Prerequisite: permission of instructor. *Goodling*

172. Pastoral Care in Marriage and Family Life. Pastoral care in marriage and family life with special emphasis on premarital guidance within the context of the local church's program of family life education. *Goodling*

173. Psychotherapy and Sanctification. An analysis of structuring and growth processes in psychotherapy in the light of a Christian understanding of sanctification. *Mickey*

174. Religion and Personality Processes. Psychological and religious interpretation of man's basic experiences; personality factors in religious development; psychodynamic meanings and uses of religious beliefs and practices. *Goodling or Mickey*

175. Pastoral Care Ministries in Critical Human Situations. A seminar utilizing lectures by visiting professionals, case materials, resource films and readings, to inform ministers on the causal factors, behavioral patterns, preventive and treatment programs, and the role of the church and minister in such problems as alcoholism, drug addiction, dying and death, juvenile offenses, marital crisis, suicide, mental retardation, sexual deviation, psychiatric disorders. *Goodling*

175A. Special Practicum Projects. For advanced students who want additional clinical experience under supervision in a pastoral care setting (inner-city; alcoholic rehabilitation; counseling, etc.). *Staff*

176. A,B,C,D. Pastoral Care and Persons in Institutions.

A. Lectures by staff and ward visits at the Dorothea Dix State Hospital in Raleigh (and related facilities: Alcoholic Rehabilitation). *Staff*

B. Lectures by staff and ward visits at the Murdoch Center for the Mentally Retarded and the facilities in the Butner, North Carolina, complex (State Hospital, Alcoholic Rehabilitation, Training School). *Staff*

C. Lectures by staff and ward visits at the Central Prison in Raleigh and related correctional facilities. *Staff*

D. The Church's ministry to the elderly and homebound explored through lectures, case conferences, and visits to the elderly and homebound parishioners of local Durham churches. *Goodling*

177. Pastoral Care in the General Hospital Setting. An examination, through intensive individual and group supervision, of the student's pastoral ministry to the ill, the dying, and the bereaved in the general hospital setting. (Not recommended for those planning to take PP 277.) Prerequisite: PP 170. *Staff*

178. Power and Restraint in the Parish. An analysis of psychopolitical dynamics of the local church. Verbatim materials from the student's church work will be utilized in the course. *Mickey*

180. Women and Pastoral Psychology. A seminar utilizing lecture-discussions by visiting professionals, case materials, and shared research dealing with feminine psychology, the relationship of culture to counseling, and the dynamics of sexuality in counseling. *Mickey*

271. Marriage and Family. The psychodynamics of marital conflict and

family problems; principles and procedures in marriage and family counseling. (For seniors and Th.M. candidates.) *Staff*

273. Seminar in Pastoral Theology: Theological Dimensions of Pastoral Counseling. An investigation of the problems in relating materials from theology and the social sciences as they are found in pastoral theology. *Mickey*

274. Research Problems in Pastoral Psychology. Research methods and areas of investigation in pastoral psychology. *Goodling*

275. Individual Study in Pastoral Psychology. Selected readings in major issues in pastoral psychology issuing in a research or honors paper. *Staff*

277-A,B,C. Basic Clinical Pastoral Education. Units of Basic CPE offered in the summer, fall, and spring in programs accredited by ACPE. Two course units each (maximum credit). *Staff*

278. Psychological Theories of Personality. A systematic presentation of leading personality theories, with reference to developmental processes (motivation, cognition, learning, etc.) and their implications for Christian ministry. *Mickey*

279. The Caring Ministry of the Laity Through Personal Groups. Personal experience in a group counseling process to develop a methodology for training lay leadership in the ministry of pastoral care through group experience. *Goodling*

281-A,B,C. Advanced Clinical Pastoral Education in Pastoral Care and Counseling. Pastoral care with inpatients and pastoral counseling of individuals, couples, families, and groups in a pastoral counseling center. Two course units each. *Staff*

PREACHING

30. Theory and Practice of Preaching. The development of a theory of preaching and methods of sermon construction, including clinical experience in preaching sessions and local church settings. *Staff*

180. From Text to Sermon. Preaching from Biblical sources. Emphasis upon the goal and methodology of exegesis, the hermeneutic problem, and verbal communication in the present. Prerequisite: OT 11, NT 18, or equivalent. *Staff*

181. Advanced Sermon Analysis Seminar. A critical study, on the basis of selected sermons and student presentations, of principal and practical problems facing the contemporary preacher. *Bergland and Others*

182. Advanced Preaching: Practice and Evaluation. An advanced laboratory course for extra competence in the preparation, delivery, and evaluation of sermons. (Prerequisite: PR 30 and permission of instructor.) *Bergland*

183. Preaching in the Black Community. A study of the style and content of Black preaching with attention to the unique roles of Black preachers in society. An analysis of the essential characteristics of preaching in the Black church. *Staff*

185. Preaching Values in Non-Biblical Sources. A critical examination of select samples of contemporary drama, poetry, and fiction, for homiletical purposes. *Staff*

186. Twentieth-Century Preaching. A study of contemporary preaching based on printed, recorded, audio- and video-taped sermons of leading homiletics of our age. *Staff*

187. Pre-Reformation Preaching. Sermons, handbooks, and other historical sources studied in relation to Biblical preaching and the liturgical church, the problem of popular ministry and the issues of Christian reform. Prerequisite: CH 13. *Staff*

188. Post-Reformation Preaching. A study of the theological trends and significant personalities in the preaching tradition from the sixteenth century to the present. *Staff*

189. Preaching in Context. An analysis of preaching in the context of worship with consideration of the church and liturgical year, ecclesiastical environment, and the contemporary situation. *Bergland*

193. Theology and Preaching. An examination of the relation of systematic theology and homiletical presentation. *Staff*

196. Preaching in the Parish. A consideration of preaching in relationship to pastoral duties and the total task of ministry with attention to week-by-week preaching in the parish setting. Some attention will be given to funerals and crisis situations. *Bergland*

203. Dialogical Preaching. An attempt to meld the senior person's experience in principal seminary disciplines into a dialogical hearing-teaching-preaching-being in the community of faith. *Marney*

WORSHIP AND CHURCH MUSIC

141. The Classic Age of the English Hymn. Eighteenth-century development of the English hymn with special reference to Watts and the Wesleys, their precursors and successors. *Baker*

166. Worship as a Pastoral Concern. A practical course dealing with worship as an expression of a pastor's concern for Christian education, pastoral care, evangelism, theology, and social action. Opportunity will be given for students to evaluate themselves as worship leaders. *Willimon*

167. Baptism and the Lord's Supper. Study of these sacraments with attention given to major representative traditions and to varieties of present observance and practice. *Willimon*

168. Worship in the Wesleyan Tradition. The history, development, and current trends in United Methodist worship along with practical experience and concerns related to worship leadership in United Methodist churches. *Willimon*

178. Christian Worship. A survey of the history of Christian corporate worship. Examination of the major Biblical, historical, and theological developments in worship from Old Testament times to the present. Readings in liturgical thought through the ages with comparative study of selected liturgical traditions. *Willimon*

180. Church Music. A two-fold study including: (1) a survey of the great monuments of church music; (2) musicianship, song-leading, and basic conducting with an emphasis upon the selection and use of hymns and other music from the *Methodist Hymnal* in public worship. *Hanks*

184. New Forms of Worship. Workshop in corporate worship as central in the liturgical life of the Church, and of both traditional and innovative means of communication, celebration, and witness, through shared experiences in multimedia center, field visits, and mini-workshops with resource persons in the various media.

250. Advanced Seminar in Liturgical Studies. Reading and research in a selected area of liturgical study to be announced. *Willimon*

251. Studies in Spirituality. A consideration of different dimensions of the spiritual life. *Staff*

V. Clinical Training and Internships

CLINICAL TRAINING IN PASTORAL PSYCHOLOGY

Students may earn up to two course credits for a quarter or unit of Clinical Pastoral Education in programs accredited by the Association for Clinical Pastoral Education (ACPE).

Students involved in clinical training under the direct supervision of members of the pastoral psychology staff during the academic year should register for credit under PP 277 for two course units unless a course credit has already been received for PP 177, in which case only one rather than two credits will be granted for the CPE quarter. Students should apply for such training through the Director of Clinical Pastoral Education.

Students involved in clinical training in summer CPE quarters should register with ACPE and the Associate Dean for Curricular Affairs as soon as accepted for training by a chaplain supervisor. Upon the receipt of a supervisor's report at the end of the training period the student will receive two course units of transfer credit.

INTERNSHIPS

Students may qualify for an internship when they have satisfactorily completed two full years of the Master of Divinity curriculum and are registered as students in good standing in the Divinity School. In consultation with the Director of Field Education and a faculty adviser, an individually designed internship may be developed in a particular ministry vocational area of interest. Six semester hours will be given for an approved internship. Prior plans must be developed with the Director of Field Education and properly registered in the registry office before credit can be applied.

125-126. Special Ministry Internship. When a student needs to develop professional competencies in a highly specialized form of ministry, the Director of Field Education will assist in designing an appropriate learning contract and in negotiating for a suitable placement setting, provided the arrangements meet the basic criteria approved by the Field Education Committee.

131-132. Ministry Through Social Agency Internship. A twelve-month placement in a regular personnel position in a social service agency to meet the job description of the agency and to develop a personal mode and style of ministry in a secular setting through understanding, appreciation, involvement in, and critical theological reflection upon environment, structures, values, and decision-making processes as conveyed by the conduct of the agency.

137-138. Parish Ministry Internship. A twelve-month placement, individually designed to engage the student in specified learnings in a wide variety of ministry functions in a local parish, under qualified supervision and using the guidelines of a learning contract.

143-144. Campus Ministry Internship. A nine to twelve-month placement in approved locations designed to provide special learnings in delivering a ministry to college students under qualified guidance and utilizing a learning

contract which specifies seminars, a personal journal, directed readings, and consultations to develop competency in these functions.

175-176. Clinical Pastoral Education. A twelve-month placement in a clinical program accredited by the Association for Clinical Pastoral Education (ACPE).

197-198. Mission Internships. A special internship to prepare for service in Church Missions may be arranged by enlisting in the National or Overseas program of the United Methodist Board of Global Ministries for one to three years. As a requirement for agency planning, applications should be initiated in the fall of the middle year. Other denominational and/or work-study experiences abroad may be given field education credit by special arrangement with the Director of Field Education.

Other types of internship setting may be negotiated in consultation with and by approval of the Director of Field Education.

Department of Religion—Graduate Courses

The following courses are offered periodically in the Graduate Department of Religion by Department of Religion faculty and may be taken by divinity students with permission of the instructor.

- 207. Second Hebrew I
- 212. Policy-Making and Theological Ethics
- 217. Islam in India
- 218. Religion in Japan
- 221. Reading in Hebrew Biblical Commentaries
- 228. The Theology of the Gospel and Epistles of John
- 230. The Meaning of Religious Language
- 231. Seminar in Christianity and Contemporary Thought
- 232. Religion and Literature: Perspectives and Methods
- 233. Modern Narrative and Religious Language
- 238. Jewish Responses to Christianity
- 239. Introduction to Middle Egyptian
- 244. The Archeology of Palestine in Hellenistic-Roman Times
- 248. The Theology of Karl Barth
- 258. Coptic
- 272. Topics in Comparative Theology
- 280. The History of Religions
- 281. Phenomenology and Religion
- 282. Myth and Ritual
- 284. The Religion and History of Islam
- 285. The Vedic Tradition
- 287. The Scriptures of Asia
- 288. Buddhist Thought and Practice
- 289. World Religions and Social Change
- 302. Studies in Intertestamental Literature
- 304A. Targumic Aramaic
- 306. Language and Literature of the Dead Sea Scrolls
- 307. Syriac
- 323A-B. Comparative Semitic I-II
- 324. Readings in the History of Religion
- 360. Special Problems in Religion and Culture
- 361. Language and Biblical Criticism
- 380. Existentialist Thought

Appendix

ENROLLMENT SUMMARY 1976-77

Divinity School Students, total 348

300 M.Div. (226 men, 74 women)
6 M.R.E. (1 man, 5 women)
13 Th.M. (11 men, 2 women)
29 Special
Students (15 men, 14 women)

Graduate Division of Religion Students, total 50

5 M.A.
45 Ph.D.

Total: 398 students

DENOMINATIONS REPRESENTED 1976-77

United Methodist	220	American Baptist	2
Undeclared-Nonaffiliated	25	Congregational	2
United Church of Christ	14	Christian Methodist Episcopal	2
Presbyterian Church, U.S.	12	Roman Catholic	2
United Presbyterian	12	United Holy Church of America	2
Episcopal	11	Anglican	1
Southern Baptist	11	Church of Christ	1
Baptist	9	Independent Christian Church	1
Disciples of Christ	7	Korean Methodist	1
Presbyterian	4	Missionary Baptist	1
African Methodist Episcopal Zion	3	Protestant Episcopal	1
Lutheran	3	United Church of Canada	1

GEOGRAPHICAL DISTRIBUTION 1976-77

North Carolina	151	California	3
Virginia	30	Tennessee	3
Pennsylvania	18	Arkansas	2
Florida	14	Delaware	2
Ohio	14	Idaho	2
South Carolina	11	Minnesota	2
Texas	10	Missouri	2
Alabama	9	Arizona	1
West Virginia	8	Colorado	1
Illinois	7	Connecticut	1
Indiana	6	Iowa	1
New York	6	Louisiana	1
Georgia	5	Maine	1
Kentucky	5	New Hampshire	1
Michigan	5	New Mexico	1
Kansas	4	Oklahoma	1
Maryland	4	Oregon	1
Mississippi	4	Wisconsin	1
New Jersey	4	Foreign: Canada	2
		Korea	1

DEGREES CONFERRED DECEMBER 30, 1976

Master of Divinity

Carol Woodson Bernard
George Franklin Blanchard
James Ellis Bowen
Twitty Lee Bryant, Jr.
Hobart William Burnside, Jr.
Jerry Stephen Dodson
Paul David Granger

Charles Martin Hackett
Lawrence William Hendon
Leslie Carl Jolley, Jr.
Judith Anne Mays
Kenneth Monroe
Charles Kenneth Morrison
Robert David O'Keef

Richard Delano Shannonhouse
Mark Randall Smith
Donald Dean Stalder

Gerald Corwin Stoppel
Robert Burton Storrs, Jr.

Master of Theology

Leo Clifford Thompson

DEGREES CONFERRED AT COMMENCEMENT, 1977

Master of Divinity

John Vincent Arey, Jr.
Charles Arthur Berdel
Benjamin Benson Bishop
Patricia Ann Blosser
Whitney S. Bodman
Edward Bogie
George Allen Burton
Eric Noel Chavis
Jeffrey Charles Daniels
Gregory F. Duncan
Edith Robinson Eddleman
Heather Murray Elkins
Gayla G. Estes
James Harvey Estes
Sidney Dale Fowler
Robert Edwin Fritts, Jr.
Mary Edith McClintock Fulkerson
Paula Elizabeth Gilbert
Neriah Lee Goldston
Harold William Green
David Eugene Guard
Paul Kenneth Hacklander
Rodney Hugh Hagans, Jr.
Stephen David Haines
Ernest Thompson Herndon, Jr.
Charles Malcolm Herring
Floyd C. Hinshaw, Jr.
Samuel Scott Hook
Alvin James Horton
Alonzo Clark Jenkins
Kenneth Ray Kelly
Milton L. Lewis

Robert Paul Mathison
Thaddeus LeVerne McDonald III
Ervin Eugene Milton
Michael Vernon Minnix
Rick Alton Moser
James Raymond Mueller
Carol Louise Murphy
David Eugene Nichols
Madelon Elizabeth Nunn
Franklin Lawrence Overton III
Sue Tuck Parkerson
Alfred Owen Peeler
Thomas Carl Pietila
William Michael Presnell
Rendal Clayton Putnam
Lawrence Lewis Reddick III
Quentin Edward Scholtz III
Judi Frances Johnson Smith
Stephen Donald Smith
James DeWitt Snow III
Thomas Kroener Speer
Edwin Douglas Stanfield
Jeanette Stokes
Patricia Anne Kaylor Suggs
Robert Lewis Thomas
Ronnie Gene Tippens
Henry Paul Vali
James Alexander Ward, Jr.
Malcolm Craig Willingham
Kelly Johnson Wilson III
Elizabeth Thompson Wood

Master of Theology

Edward Scipio Brightman, Sr.
Michael Heath Browder
Albert Pinckney Connelly III
William George Davidson
Carl William Flick

Richard Hart Johnson
Peter Gaines Keese
K. Jay Lee
Arthur Glenn Scott

INSTITUTIONS REPRESENTED

Albion College	2	Berkeley Divinity School	1
Albright College	3	Birmingham-Southern College	1
Alma College	3	California State University	1
American University	1	Calvin College	1
Andover-Newton	1	Campbell College	2
Appalachian State University	1	Carleton College	1
Asbury College	1	Carson-Newman College	1
Athens College	1	Catawba College	4
Atlantic Christian College	4	The Citadel	1
Baylor University	1	Claflin University	2
Berea College	1	Clinch Valley College	1

College of the City of New York	1	Pembroke State University	2
College of Idaho	1	Pennsylvania State University	1
College of William & Mary	2	Pfeiffer College	7
College of Wooster	3	Portland State University	1
Davidson College	4	Prescott College	1
DePauw University	1	Randolph-Macon Woman's College	3
Drew College	1	Rice University	1
Duke University	25	Shaw University	1
East Carolina University	4	Simpson College	1
East Tennessee State University	1	Smith College	2
Elon College	6	Southern Baptist Theological Seminary	1
Emory and Henry College	1	Southern Methodist University	1
Fairmont State College	2	Southeastern Louisiana University	1
Fayetteville State University	3	Southwestern University	3
Ferrum College	1	State University of New York at Buffalo	1
Fisk University	1	Stetson University	1
Florida State University	3	Talladega College	1
Frostburg State College	1	Thiel College	1
Fuller Theological Seminary	1	Union College	3
George Peabody College for Teachers	1	Union College-Kentucky	1
George Washington University	1	University of Alabama	2
Georgia Southern College	1	University of Alberta	1
Greensboro College	4	University of Arkansas at Monticello	1
Guilford College	1	University of California	1
Gustavus Adolphus College	1	University of Chicago	1
Hampton Institute	1	University of Colorado	1
Hanover College	1	University of Evansville	2
Harvard University	2	University of Florida	2
Herbein College	1	University of Kansas	1
High Point College	7	University of Kentucky	3
Hiram College	2	University of Massachusetts	1
Hollins College	2	University of Montevallo	1
Huntingdon College	4	University of North Carolina at Chapel Hill	13
Illinois State University	3	University of North Carolina at Charlotte	2
Illinois Wesleyan University	1	University of North Carolina at Greensboro	3
Indiana University	1	University of North Carolina at Wilmington	3
Iowa Wesleyan College	1	University of South Alabama	1
Kansas State University	1	University of South Carolina	4
Knox College	1	University of South Florida	4
Lambuth College	1	University of Southern Mississippi	3
Livingstone College	1	University of Tennessee at Chattanooga	1
Long Island University	1	University of Tennessee at Knoxville	1
Lynchburg College	1	University of Texas	1
Madison College	1	University of Texas at Arlington	1
Marietta College	1	University of the Pacific	1
Mars Hill College	2	University of Virginia	5
McCormick Seminary	1	Valparaiso University	1
McMurray College	2	Vanderbilt University	2
Meredith College	4	Virginia Union University	1
Methodist College	4	Virginia Commonwealth University	1
Methodist Theological Seminary (Seoul)	1	Virginia State College	2
Michigan State University	1	Virginia Wesleyan College	3
Mississippi State University	1	Wake Forest University	5
Morningside College	1	West Virginia University	2
Morris Harvey College	1	West Virginia Wesleyan	5
North Carolina A & T State University	3	Western Carolina University	1
North Carolina Central University	2	Western Maryland College	1
North Carolina State University	2	Wheaton College	2
North Carolina Wesleyan College	14	Wittenberg University	1
North Texas State University	1	Winston-Salem State University	2
Oberlin College	4	Wofford College	5
Ohio State University	1	Xavier University	1
Ohio Northern University	1		
Ohio Wesleyan University	3		
Otterbein College	1		
Paine College	1		

ENROLLMENT 1976-77

Candidates for the Master of Divinity Degree

- Albert, Mary Frances (B.A., Rice University), McAlester, Oklahoma
Alexander, Franklin Lee (B.A., Shaw University), Durham, North Carolina
Allred, Donald Howard (A.B., Pfeiffer College), Henderson, North Carolina
Antinucci, Christie Lynn (B.A., Albright College), Katonah, New York
Arey, John Vincent, Jr. (A.B., University of North Carolina at Chapel Hill), Concord, North Carolina
Atwood, David Randolph (B.A., Methodist College), Roseboro, North Carolina
Baird, Robert Hartley (B.A., Oberlin College), Poland, Ohio
Banks, Calvin Jerome (B.A., Winston-Salem State University), Winston-Salem, North Carolina
Barger, Allan Lowell (B.A., Berea College), Lexington, Virginia
Barrows, Robert Knight, Jr. (B.A., Wake Forest University), Groton, Connecticut
Beam, Gary Nelson (B.F.A., Florida Atlantic University), Dunedin, Florida
Bell, Dennis Lee (B.A., University of Evansville), Logansport, Indiana
Bell, William Robert (B.A., Duke University), Charlotte, North Carolina
Berdel, Charles Arthur (B.A., University of Evansville), Indianapolis, Indiana
*Bernard, Carol Woodson (B.A., Duke University), Houston, Texas
Biondi, David M. (B.A., Oberlin College), Pittsburgh, Pennsylvania
Birt, Kenneth Charles (B.B.A., North Texas State University), Greensboro, North Carolina
Bishop, Benjamin Benson (B.A., University of South Carolina), Cayce, South Carolina
*Blanchard, George Franklin (B.A., North Carolina Wesleyan College), Fayetteville, North Carolina
Bland, Douglas Ross (B.S., College of Idaho), Twin Falls, Idaho
Blosser, Patricia Ann (B.S., West Virginia University), Burlington, North Carolina
Bodman, Whitney Shepard (B.A., University of North Carolina at Chapel Hill), East Boothbay Harbor, Maine
Bogie, Edward Franklin (B.S., Union College), Roxboro, North Carolina
*Bowen, James Ellis (A.B., Pfeiffer College), Albermarle, North Carolina
Bozich, Lynn Louise (B.A., College of Wooster), Salem, Ohio
Branch, Johnny Hobbs (B.A., North Carolina Wesleyan College), Littleton, North Carolina
Briggs, Linda Denese (B.A., Fisk University), Mansfield, Ohio
Brister, Charles Earl, Jr. (B.A., Southeastern Louisiana University), McComb, Mississippi
*Bryant, Twitty Lee (A.B., Wofford College), Spartanburg, South Carolina
Buckner, Frank Wooldridge (B.A., University of North Carolina at Chapel Hill), Chapel Hill, North Carolina
Buckner, Michael Orval (B.A., University of Tennessee at Knoxville), Morven, North Carolina
Burnett, Carol (B.A., University of Southern Mississippi), Hattiesburg, Mississippi
*Burnside, Hobart William (B.A., Pembroke State University), Whitakers, North Carolina
Burton, George Allen (B.A., Greensboro College), Reidsville, North Carolina
Busby, Betsy Lee (B.A., Duke University), Austin, Texas
Butcher, James Jeffrey (B.S., University of Virginia), Cuyahoga Falls, Ohio
Byrum, David Michael (B.A., Hanover College), Lafayette, Indiana
Bywaters, Diane (B.B.A., Southern Methodist University), Shawnee Mission, Kansas
Carruth, Robert Kelly (B.S., North Carolina Wesleyan College), Durham, North Carolina
Cartwright, Richard Bryan (B.S., Union College-Kentucky), Bellefonte, Pennsylvania
Caviness, James William (A.B., Elon College), Sanford, North Carolina
Chavis, Eric N. (B.S., Hampton Institute), New York, New York
Chilcote, Paul Wesley (B.A., Valparaiso University), Valparaiso, Indiana
Clayton, Susan Lee (B.A., North Carolina Wesleyan), Pembroke Pines, Florida
Clever, Alva John Edwin (B.A., College of William and Mary), Melbourne, Florida
Cloniger, David Stephen (A.B., University of North Carolina at Chapel Hill), Thomasville, North Carolina
Colatch, John Patrick (B.A., West Virginia Wesleyan College), Connellsville, Pennsylvania
Compton, Stephen Charles (A.B., University of North Carolina at Chapel Hill), Graham, North Carolina
Cook, Thomas Hugh (B.A., Alma College), Bay City, Michigan
Crim, Roger Lee (B.A., Fairmont State), Worthington, West Virginia
Daily, Richard Allen (B.A., University of Florida), Tampa, Florida
Daniels, Jeffrey Charles (A.B., Catawba College), Millersburg, Pennsylvania
Davis, Gregory (B.A., University of North Carolina at Charlotte), Charlotte, North Carolina
Davis, Raymond Edward (B.S., North Carolina State University), Lilesville, North Carolina
Davis, Suzanne Martin (B.A., Meredith College), Winston-Salem, North Carolina

*Completed graduation requirements in December, 1976.

Dealtrey, Dale Elizabeth (B.A., Hollins College), Bethlehem, Pennsylvania
Dickens, Jan Johnson (B.A., North Carolina Wesleyan College), Murfreesboro, North Carolina
Diggs, W. Emmett Martin (B.S., Union College), Brookneal, Virginia
Disher, Robert Milton (B.A., Catawba College), Vernon Hill, Virginia
*Dodson, Jerry Stephen (B.S., Appalachian State University), Mebane, North Carolina
Doud, John Foster (B.A., Albion College), Elm Grove, Wisconsin
Duncan, Gregory Floyd (B.A., The Citadel), Tavares, Florida
Eason, Steven Phillip (B.A., East Carolina University), Sanford, North Carolina
Easterling, Larry Wayne (B.A., University of Kentucky), Richmond, Kentucky
Echols, Thurman, Jr. (B.A., Virginia Union University), Danville, Virginia
Eddleman, Edith Robinson (B.A., University of North Carolina at Greensboro), Lowell, North Carolina
Edmond, Gregory LeRoy (B.S., Fayetteville State University), Fayetteville, North Carolina
Edwards, Robert Andrew (B.A., Virginia Wesleyan College), Lawrenceville, Virginia
Elkins, Heather Murray (B.A., Prescott College; M.A., University of Arizona), Tucson, Arizona
Eller, Carl Mitchell (B.S., East Carolina University), New Bern, North Carolina
Epperly, James E. (B.A., Morris Harvey College), Charleston, West Virginia
Estes, Gayla Greene (B.A., University of Alabama), Huntsville, Alabama
Estes, James Harvey (B.A., University of Montevallo), Birmingham, Texas
Ettinger, Thomas Charles (B.A., University of South Florida), Dunedin, Florida
Evans, Lawrence Timothy (B.A., Fayetteville State University), New Orleans, Louisiana
Evans, William Franklin (B.A., Wofford College), Winnsboro, South Carolina
Faison, Ruth Watkins (B.A., Duke University), Clearwater, Florida
Fenstermacher, Mark Owen (A.B., Indiana University), Walkerton, Indiana
Fiensy, David (M.A., Xavier University), Mt. Carmel, Illinois
Floyd, Preston Lemont (B.A., Virginia State College), Conway, South Carolina
Fowler, Sidney Dale (B.A., McMurray College), Levelland, Texas
Freeman, George (A.B., Greensboro College), Alexandria, Virginia
Friend, Robert Edwin, Jr. (B.A., Virginia Wesleyan College), Virginia Beach, Virginia
Fritts, Robert Edwin, Jr. (B.S., East Tennessee State University), Asheville, North Carolina
Fulkerson, Mary McClintock (B.M., University of North Carolina at Chapel Hill), Hickory, North Carolina
Fulton, Gary (B.A., University of Virginia), Yorktown, Virginia
Gard, Linda Kay (A.B., Oberlin College), Lancaster, Pennsylvania
Gardner, William Motley (B.S., Mars Hill College), Durham, North Carolina
Garner, Mary Elizabeth (B.A., Huntingdon College), Ozark, Alabama
Gebhardt, Vera Mae (B.A., Pfeiffer College), Asheville, North Carolina
Geison, Gordon (B.A., Knox College), Savanna, Illinois
Gibbons, Charles F. (A.B., Guilford College), Woodleaf, North Carolina
Gilbert, Paula Elizabeth (B.A., Huntingdon College), Mobile, Alabama
Goehring, Carol Woods (B.A., Vanderbilt University), Durham, North Carolina
Goehring, David Jacob (B.A., University of North Carolina at Chapel Hill), Durham, North Carolina
Golden, Jacob Bowles (B.A., Duke University), Charlotte, North Carolina
Goldston, Neriah Lee (B.S., Fayetteville State University), Siler City, North Carolina
*Granger, Paul David (B.A., University of North Carolina at Wilmington), Roxboro, North Carolina
Green, Harold William (A.B., Catawba College), Durham, North Carolina
Gregory, Sylvia Anne (B.S., Virginia Commonwealth University), Wrightstown, New Jersey
Griebner, David Matthew (B.A., Ohio Wesleyan), Lewiston, New York
Gromley, Garry Everett (B.A., Iowa Wesleyan College), Youngstown, Ohio
Guard, David Eugene (B.S., Portland State University), Oswego, Oregon
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